

COURSE TITLE

Art Grade 4

LENGTH

Full Year
Grade 4

DEPARTMENT

Fine, Practical & Performing Arts
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SCHOOL

Pierrepoint School

DATE

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Art Grade 4

I. 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.

II. Objectives

Course Outline:

- A. Drawing and Design
 - a. landscapes
 - b. portraits
 - c. figures
 - d. animals
 - e. still life
 - f. nature

- B. Elements of Composition
 - a. background/middle ground/foreground
 - b. focal point
 - c. positive/negative
 - d. line-rhythm, movement, variations

- C. 3D – Sculpture
 - a. metal work
 - b. cardboard
 - c. Pariscraft
 - d. paper

- D. Textiles
 - a. weaving

- E. Painting
 - a. color theory
 - b. monochromatic
 - c. cool and warm colors
 - d. watercolor techniques

Student Outcomes:

After successfully completing this course, the student will be able to:

- participate in class discussion on the use of elements and principles of art.
- Plan projects based on a specific element and principle of art.
- study and understand the art of different time periods and cultures.
- identify, recognize and describe characteristics of art from different world cultures and historical periods.
- identify the community and family as a theme used to create art.
- examine the relationship between art and the society it comes from.
- create art relating to classroom curriculum.
- continue to explore the use of different media in the creation of various artworks.
- create art in response to selected themes.
- express themselves using various types of art forms.
- use a large array of art tools and materials to create his/her own artwork.
- develop self-awareness through their artwork.
- develop respect for their work and others.
- express their feelings and individuality both verbally and on paper.
- communicate and respond to various works of art from different cultures and time periods.
- develop personal feelings and opinions about various artworks.
- continue to look at artists' work as references.
- talk about all types of artwork.
- critique artwork through the use of elements and principles of design.
- use visual art vocabulary when expressing one's opinion about art.
- distinguish the subject matter of a piece of art.
- realize and appreciate the value of a critique.

NEW JERSEY STUDENT LEARNING STANDARDS
VISUAL AND PERFORMING ARTS

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.

Strand D. Visual Art

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

1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design.

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.

Strand A. History of the Arts and Culture

1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

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

1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

STANDARD 1.3: PERFORMANCE: ALL STUDENTS WILL SYNTHESIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO CREATING, PERFORMING, AND/OR PRESENTING WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand D. Visual Art

1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.3.5.D.2 - Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 - Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.3.5.D.5 - Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

STANDARD 1.4: AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: ALL STUDENTS WILL DEMONSTRATE AND APPLY AN UNDERSTANDING OF ARTS PHILOSOPHIES, JUDGEMENT, AND ANALYSIS TO WORK OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand A. Aesthetic Responses

1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

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

1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

Strand B. Critique Methodologies

1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

**21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES*****CRP1 Act as a responsible and contributing citizen and employee***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3 Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 - Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 - Create and use a database to answer basic questions.

8.1.5.A.6 - Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.5.C.1 - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.5.D.1 - Understand the need for and use of copyrights.

8.1.5.D.2 - Analyze the resource citations in online materials for proper use.

8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.5.E.1 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.5.F.1 - Apply digital tools to collect, organize, and analyze data that support a scientific finding.

TECHNOLOGY STANDARDS

STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.5.A.1 - Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

8.2.5.A.2 - Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 - Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.A.4 - Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.5 - Identify how improvement in the understanding of materials science impacts technologies.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.5.B.1 - Examine ethical considerations in the development and production of a product through its life cycle.

8.2.5.B.2 - Examine systems used for recycling and recommend simplification of the systems and share with product developers.

8.2.5.B.3 - Investigate ways that various technologies are being developed and used to reduce improper use of resources.

8.2.5.B.4 - Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.5 - Explain the purpose of intellectual property law.

8.2.5.B.6 - Compare and discuss how technologies have influenced history in the past century.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.5.C.1 - Collaborate with peers to illustrate components of a designed system.

8.2.5.C.2 - Explain how specifications and limitations can be used to direct a product's development.

8.2.5.C.3 - Research how design modifications have led to new products.

8.2.5.C.4 - Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

8.2.5.C.5 - Explain the functions of a system and subsystems.

8.2.5.C.6 - Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.C.7 - Work with peers to redesign an existing product for a different purpose.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.5.D.1 - Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

8.2.5.D.2 - Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

8.2.5.D.3 - Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 - Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.D.5 - Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.

8.2.5.D.6 - Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.D.7 - Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.5.E.1 - Identify how computer programming impacts our everyday lives.

8.2.5.E.2 - Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.3 - Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2.5.E.4 - Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

21ST CENTURY LIFE AND CAREERS

STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic work-related activities in the school home, and community.
- 9.2.4.A.3 – Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

III. Proficiency Levels

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

IV. Methods of Assessment

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
 - Tests
 - Quizzes
 - Homework
 - Classwork
 - Class Participation
 - Writing Assignments
 - Oral Presentations
 - Individual Projects, Presentations and Reports
 - Group Projects, Presentations and Reports
 - Technology Projects
 - Journals
 - Display of Student Work

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

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

VI. Articulation/Scope & Sequence/Time Frame

All students in grade 4 have art classes that meet regularly for the entire year.

VII. Resources

Texts/Supplemental Reading/References

- 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

VIII. Suggested Activities

- Introduction, including resources, upcoming projects and materials to be used.
- Discussion of artists, techniques, and materials used.
- Teacher demonstration of various techniques.
- Student procedure for completing various art projects.
- Critiquing previous students' projects for positive effects.
- Self-evaluation of completed projects.
- Teacher evaluation of completed projects.

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

X. Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis.

The nature of the art discipline demands varied access any of the following areas: social studies/history, music, science, mathematics, business, and/or technology.

This art course may reinforce concepts taught in:

- Social Studies/History
- English Language Arts
- Humanities
- Mathematics
- Psychology
- Science
- Technology
- 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

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

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.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- 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

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- 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

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Unit Name</p> <ul style="list-style-type: none"> Introduction to Grade 4 Art <ul style="list-style-type: none"> Materials in Unit: Various art materials, including paper, pencils, sharpies, markers, crayons, paint, etc. Additional materials include computers, teacher created PowerPoints, visual aids and supporting literature/textual passages, etc. Objectives of Unit: Students are introduced to the rules, procedures and objectives of the classroom. This is reinforced with an introductory lesson such as Square1Art. 	<p>Number of weeks <i>(This course meets for 40 classes or sessions)</i></p> <p>Time allocated is approx. 10 classes or sessions.</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Computer-Based Instruction: Use of chromebooks/computer s to follow drawing tutorials at student pace, use of Google image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Interest driven Peer tutoring Higher order thinking skills 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> 1.3.5.D.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> CRP1, CRP2, CRP4, CRP6, CRP11 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> 8.1.5.A.1, 8.1.5.D.1 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> 8.2.5.D.3 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> 9.2.8.B.3 	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Rubric to assess student created projects

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> • Drawing & Design <ul style="list-style-type: none"> • Materials in Unit: Various art materials, including paper, pencils, sharpies, markers, crayons, paint, etc. Additional materials include computers, teacher created PowerPoints, visual aids and supporting literature/textual passages, etc. • Objectives of Unit: Students are introduced to drawing and design through the completion of a variety of projects, including but not limited to: superheroes, Lichtenstein self-portraits, illustration, etc. 	<p>Time allocated is approx. 10 classes or sessions per project. Please note: Drawing & design are done both as individual lessons and routinely to enhance other units of study.</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Computer-Based Instruction: Use of chromebooks/computers to follow drawing tutorials at student pace, use of Google image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Interest driven • Peer tutoring • Higher order thinking skills 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> • 1.3.5.D.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP1, CRP2, CRP4, CRP6, CRP11 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> • 8.1.5.A.1, 8.1.5.D.1 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> • 8.2.5.D.3 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> • 9.2.8.B.3 	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Oral participation in activities (class discussion) • Teacher observation of student progress • Classwork • Self-assessment • Group and individual critique <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Rubric to assess student created projects

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> • Painting & Mixed Media <ul style="list-style-type: none"> • Materials in Unit: Various art materials, including paper, pencils, sharpies, markers, watercolor and acrylic paint, etc. Additional materials include computers, teacher created PowerPoints, visual aids and supporting literature/textual passages, etc. • Objectives of Unit: Students are introduced to a variety of artistic techniques as they explore painting and mixed media. Projects include but are not limited to: abstract painting, cityscapes, Picasso style portraits, etc. 	<p>Time allocated is approx. 10 classes or sessions per project. Please note: Painting & mixed media are done both as individual lessons and routinely to enhance other units of study.</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Computer-Based Instruction: Use of chromebooks/computers to follow drawing tutorials at student pace, use of Google image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Interest driven • Peer tutoring • Higher order thinking skills 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> • 1.3.5.D.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP1, CRP2, CRP4, CRP6, CRP11 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> • 8.1.5.A.1, 8.1.5.D.1 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> • 8.2.5.D.3 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> • 9.2.8.B.3 	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Oral participation in activities (class discussion) • Teacher observation of student progress • Classwork • Self-assessment • Group and individual critique <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Rubric to assess student created projects

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> • Art History & Cultural Connections <ul style="list-style-type: none"> • Materials in Unit: Various art materials, including paper, pencils, sharpies, markers, crayons, paint, etc. Additional materials include computers, teacher created PowerPoints, visual aids and supporting literature/textual passages, etc. • Objectives of Unit: Students are introduced to historical and contemporary artists and movements, including but not limited to: abstract art, realistic art, Pablo Picasso, Lichtenstein, Kandinsky, Edward Hopper, etc. This introduction includes the investigation of 	<p>Time allocated is approx. 10 classes or sessions per artist/project. Please note: the study of art history and cultural connections is done both as individual lessons and routinely to enhance other units of study.</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Computer-Based Instruction: Use of chromebooks/computer s to follow drawing tutorials at student pace, use of Google image to enhance learning, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning • Multi-media approach to accommodating various learning styles • Use of visual and multi-sensory formats <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Interest driven • Peer tutoring • Higher order thinking skills 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> • 1.2.5.A.1, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.4 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP1, CRP2, CRP4, CRP6, CRP11 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> • 8.1.5.A.1, 8.1.5.D.1 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> • 8.2.5.D.3 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> • 9.2.8.B.3 	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Oral participation in activities (class discussion) • Teacher observation of student progress • Classwork • Self-assessment • Group and individual critique <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Rubric to assess student created projects

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
these artists through hands-on projects in 2-d and 3-d form.				