

Pine Hill Public Schools Curriculum

Content Area:		Art	
Course Title/ Grade Level:		Art – Grade 4	
Unit 1:	Surrealism	Month:	September/ October
Unit 2:	Self-Portraits and Portraits	Month:	November / December
Unit 3:	Abstract Art	Month:	January / February
Unit 4:	Folk Art	Month:	March / April
Unit 5:	Value	Month:	May/June
BOE Approval Date:		08/28/12	

Pine Hill Public Schools
Art Curriculum

Unit Title: Surrealism		Unit #: 1
Course or Grade Level: Art – Grade 4		Length of Time: 8 weeks
Date Created: 6-4-12		BOE Approval Date:
Pacing	8 classes	
Essential Questions	What is surrealism?	
Content	<ul style="list-style-type: none"> • Art History • Surrealism • Collage • Dreams 	
Skills	<ul style="list-style-type: none"> • Develop an understanding of surrealist style • Exaggerate perspective • Collage a storyline • Painting, Cutting or Gluing 	
Assessments	<ul style="list-style-type: none"> • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Literature related activity 	
Lesson resources / Activities	<ul style="list-style-type: none"> • 	

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<p>Standard:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p>	
<p>Strand(s):</p> <p>D. Visual Art</p> <p>A. History of the Arts and Culture</p> <p>A. Aesthetic Responses</p> <p>B. Critique Methodologies</p>	
<p>Content Statement(s): Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.</p>	<p>CPI # / CPI(s): 1.1.5.D.1</p>

The elements of art and principles of design are universal.	1.1.5.D.2
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre .	1.2.5.A.3
The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2
Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3
The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	1.3.5.D.4
There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.	1.3.5.D.5
Works of art may be organized according to their functions and artistic purposes (e.g., genres , mediums , messages, themes).	1.4.5.A.1
Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.	1.4.5.A.3
Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology .	1.4.5.B.3
Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2
Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).	1.4.5.B.5

Pine Hill Public Schools
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Unit Title: Self- Portraits and Portraits		Unit #: 2
Course or Grade Level: Art – Grade 4		Length of Time: 8 weeks
Date Created: 6-18-12		BOE Approval Date:
Pacing	8 classes	
Essential Questions	What does a self-portrait reveal about the artist?	
Content	<ul style="list-style-type: none"> • Self awareness • Compare-contrast self-portraits • Facial expressions • Mood 	
Skills	<ul style="list-style-type: none"> • Drawing • Creating proper proportion 	
Assessments	<ul style="list-style-type: none"> • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math connections • Literature related activities 	
Lesson resources / Activities	<ul style="list-style-type: none"> • 	

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- 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.
- 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
- 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.

Strand(s):

- D. Visual Art**
- A. History of the Arts and Culture**
- A. Aesthetic Responses**
- B. Critique Methodologies**

Content Statement(s):	CPI # / CPI(s):
Content Statement(s): Understanding the function and purpose of the elements of art and principles of design assists with	1.1.5.D.1

forming an appreciation of how art and design enhance functionality and improve quality of living.	
The elements of art and principles of design are universal.	1.1.5.D.2
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre .	1.2.5.A.3
The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2
Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3
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While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology .	1.4.5.B.3
Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2
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Unit Title: Abstract Art		Unit #: 3
Course or Grade Level: Art – Grade 4		Length of Time: 8 weeks
Date Created: 6-18-12		BOE Approval Date:
Pacing	8 classes	
Essential Questions	How can you break down a drawing into simple shapes? How can artwork be abstracted?	
Content	<ul style="list-style-type: none"> • Self awareness • Art History • Collage • Shape identification • Abstract art 	
Skills	<ul style="list-style-type: none"> • Cutting • Pasting • Painting • Proper use of materials 	
Assessments	<ul style="list-style-type: none"> • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math connections • Literature related activities 	
Lesson resources / Activities	<ul style="list-style-type: none"> • 	

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<p>Strand(s):</p> <p>D. Visual Art</p> <p>A. History of the Arts and Culture</p> <p>A. Aesthetic Responses</p> <p>B. Critique Methodologies</p>	
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enhance functionality and improve quality of living.	
The elements of art and principles of design are universal.	1.1.5.D.2
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre .	1.2.5.A.3
The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2
Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3
The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	1.3.5.D.4
There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.	1.3.5.D.5
Works of art may be organized according to their functions and artistic purposes (e.g., genres , mediums , messages, themes).	1.4.5.A.1
Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.	1.4.5.A.3
Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology .	1.4.5.B.3
Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2
Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).	1.4.5.B.5

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Unit Title: Folk Art		Unit #: 4
Course or Grade Level: Art – Grade 4		Length of Time: 8 weeks
Date Created: 12-10-12		BOE Approval Date:
Pacing	8 classes	
Essential Questions	What classifies you as folk artist? What qualities do you find in a folk art painting?	
Content	<ul style="list-style-type: none"> • Art History • Art appreciation • Multicultural • Storytelling 	
Skills	<ul style="list-style-type: none"> • Mimicking the techniques of a folk artists • Using non-traditional materials • Proper use of materials 	
Assessments	<ul style="list-style-type: none"> • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social studies connections • Literature based connections 	
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 	

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Strand(s):

Content Statement(s):

CPI # / CPI(s):

Content Statement(s):
 Understanding the function and purpose of the [elements of art](#) and [principles of design](#) assists with forming an appreciation of how art and design enhance functionality and improve quality of living.

1.1.5.D.1

The [elements of art](#) and [principles of design](#) are universal.

1.1.5.D.2

Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
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Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1
Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology .	1.4.5.B.3
Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.	1.4.5.B.4

Pine Hill Public Schools
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Unit Title: Value		Unit #: 5 May / June
Course or Grade Level: Art – Grade 4		Length of Time: 8 weeks
Date Created: 12-10-12		BOE Approval Date:
Pacing	8 weeks	
Essential Questions	How do you show highlights and shadows? How can you make something 2-dimensional appear 3- dimensional?	
Content	<ul style="list-style-type: none"> • Shading • Gray scales • A defined light source 	
Skills	<ul style="list-style-type: none"> • Giving your drawing a volumetric feeling • Varying hand pressures to create different values 	
Assessments	<ul style="list-style-type: none"> • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science connections 	
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 	

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While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology .	1.4.5.B.3
Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.	1.4.5.B.4

Revised: 12/18/12