

GRADE 4 – Unit 1: CRITIQUE “The Art of Seeing”

Mission Statement

Unit Overview
<p>In unit 1, students will learn to:</p> <ul style="list-style-type: none"> ● review how to describe, analyze, interpret, and evaluate a work of art using the Art Critique method. ● make connections with a piece of artwork through visual, written, and/or verbal responses. ● apply 3rd grade art criticism skills to self evaluation and create a 4th grade Artist Statement through a visual, written, and/or verbal response.

Year Long Pacing Guide				
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
1- Critique: “Art of Seeing”	3 weeks	1.5.5.Pr4a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn11a 1.5.5.Cn11b	<ul style="list-style-type: none"> ● We will learn about the Process of Art Critique: to describe, analyze, interpret, & evaluate a work of art using visual, verbal, and/or written responses inspired by Art from different cultures and throughout history. 	<ul style="list-style-type: none"> ● using visual, verbal, and/or written responses to critique an artwork. ● using proper procedures to discuss, question, and give constructive criticism in whole and small group formats. ● apply art criticism to self evaluation and create an Artist Statement. ● selecting, analyzing and interpreting work.
2- Drawing & Painting: “Observational & Expressive”	8 weeks	1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a	<ul style="list-style-type: none"> ● We will learn about basic drawing and painting techniques 	<ul style="list-style-type: none"> ● improve observational drawing skills through contour line drawing

		<p>1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Cn10a</p>	<p>inspired by Art from different cultures and throughout history using the Art Elements & Design Principles.</p>	<p>exercises.</p> <ul style="list-style-type: none"> ● use proper proportion, placement, and scale to create a self portrait drawing & painting. ● identify & apply correct color theory skills while mixing paint. ● use and follow proper painting procedures. ● create, present, and share a final drawing and/ or painting for display in a hallway gallery or art show.
3- Printmaking: “Making Your Mark”	4 weeks	<p>1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Cn10a</p>	<ul style="list-style-type: none"> ● We will learn how to use a variety of basic printmaking techniques after exploring the Art of Printmaking throughout history/ culture to create a printed piece of artwork. 	<ul style="list-style-type: none"> ● create an embossed or carved print and/ or using styrofoam, foil, or soft linoleum plates while following proper printmaking procedures. ● create, present, and share a final print for display in a hallway gallery or art show.
4- Collage: “Drawing with Scissors”	4 weeks	<p>1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Cn10a</p>	<ul style="list-style-type: none"> ● We will learn basic Collage techniques: using proper paper cutting & gluing collage techniques with a variety of art media. ● Compare & contrast 2 dimensional and 3 dimensional shapes that could be used in collage. 	<ul style="list-style-type: none"> ● explore and create a layered collage using printed and painted papers to illustrate understanding of shape and balance. ● construction of a balanced collage radial symmetry design using a variety of collage materials. ● create, present, and share a final collage for

				display in a hallway gallery or art show.
5- Sculpture: "3d Form & Texture Relief"	4 weeks	1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Cn10a	<ul style="list-style-type: none"> We will learn how to identify and create a 3 dimensional sculpture form through the exploration of and construction with a variety of art media. Creation of a 3d form using the organized composition of space and balance. 	<ul style="list-style-type: none"> using "Actual and Invented" textures to create Sculpture Reliefs. creating sculpture as a form of public art or beautification. create, present, and share a final sculpture for display in a hallway gallery or art show.
6- Fiber Arts: "Woven Connections"	4 weeks	1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Cn10a	<ul style="list-style-type: none"> Basic weaving techniques using warp and weft loom construction. 	<ul style="list-style-type: none"> weave using a combination of craft media and weaving techniques, in an abstract woven construction building on skills learned in 3rd grade last year. create, present, and share a final fiber artwork for display in a hallway gallery or art show.
7- Clay: "Pottery"	4 weeks	1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b	<ul style="list-style-type: none"> Pottery handbuilding techniques: slab, coil, pinch, & form. 	<ul style="list-style-type: none"> explore and use a combination of handbuilding Pottery techniques to create a clay vessel building on the pinch pot method learned from last year. create, present, and share a final clay pot for display in a hallway gallery or art show.

		1.5.5.Cn10a		
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Grade 4 – Unit 1 CRITIQUE “The Art of Seeing” 3 weeks				
Unit Vocabulary				
observation	critique	describe	analyze	interpret
evaluate	constructive criticism	relative	opinion	artist statement

Grade 4 – Unit 1 “CRITIQUE: The Art of Seeing” 3 wks			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>wk 1- “Intro to Art and what it means to be an Art Observer/Detective: review Art Elements & Design Principles Vocabulary”</p> <p>wk 2- Review Art Critique Process: Finding clues to describe, analyze, interpret, and evaluate an artwork.</p> <p>wk 3- How to create an Artist Statement.</p>	<ul style="list-style-type: none"> 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. 1.5.5.Re7b: Analyze visual arts including cultural associations. 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Think about the content and meaning of works of art through the process of critique to make personal, historical, and cultural connections. Analyze the formal aspects of the work and practice using art specific vocabulary. Make connections and give feedback to the artist. Talk and interact with one another! apply 3rd grade art criticism skills to self evaluation and create a 4th grade Artist Statement through a visual, written, and/or verbal response. <p>Anchor Standards:</p> <ul style="list-style-type: none"> Selecting, analyzing and interpreting work. Perceiving and analyzing products Interpreting Intent and meaning. Applying criteria to evaluate products. Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. <p>Artistic Process</p> <ul style="list-style-type: none"> Responding Connecting Presenting <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Artists and other presenters consider various 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/educators/art-critiques-made-easy/ 5 Hints for Helping Young Students write Artist Statements LINK Materials <ul style="list-style-type: none"> Art Critique Question Template LINK Art Detective Game: Visit an “On-site” or virtual Art Gallery and find “clues” (answers from Art Critique Questions; link provided above) about an artwork of choice. Discuss & report findings as an individual or group. ELA “Hamburger/ Sandwich” Writing Model to layer Art Critique responses in an organized written response. (District-wide ELA resource) Slideshow Presentation of the Critique process. Artist Statement guided questions Template/ script

	<p>genre, historical and cultural contexts.</p> <ul style="list-style-type: none"> • 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. • 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. 	<p>techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <ul style="list-style-type: none"> • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria • People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation? • What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? • How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? • How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How 	
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		<p>does art preserve aspects of life?</p> <p>Practices:</p> <ul style="list-style-type: none"> ● Analyze ● Perceive ● Interpret ● Synthesize ● Relate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Art Criticism/ Artist Statement Lesson Exit Tickets ● Anecdotal notes during the whole group, small group and individual Critique Process & Artist Statement. ● Art Critique process/ Artist Statement Think, Pair, & Share 	
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Preparation for College, Careers, and Beyond

Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>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.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
<ul style="list-style-type: none"> ● Literature connections <u>Tell Me a Picture</u> by Quetin Blake 	<ul style="list-style-type: none"> ● Using Student Chromebooks to record "FLIPGRID" responses to an 	<ul style="list-style-type: none"> ● Art Criticism can be applied and connected to any example of artwork 	<ul style="list-style-type: none"> ● Art Criticism can be applied and connected to any example of artwork 	<ul style="list-style-type: none"> ● Art Criticism can be applied and connected to any example of artwork 	<ul style="list-style-type: none"> ● Art Criticism can be applied and connected to any example of artwork 	<ul style="list-style-type: none"> ●

<ul style="list-style-type: none"> ● ELA- Art Critique writing using “Hamburger / Sandwich Writing Model” to organize thoughts and written responses. ● Social Studies- identifying and connecting with historical art from many different cultures around the world. ● Science- making observations to magnify data collecting and finding information in an artwork. 	<p>artwork using guided Art Critique questions.</p> <ul style="list-style-type: none"> ● Guided Virtual Art Museum field trip to select artwork to critique. ● Using technology to create a video and/ or audio recording of an Artist Statement 	<p>throughout a variety of cultures and history illustrating and exploring Climate Change. Some examples may include sculpture art: “13 Incredible Artists Using Recycled Materials in Their Creations”</p>	<p>throughout history illustrating and exploring Amistad Law. Some examples may include artwork by...</p> <p>Harlem Renaissance African American Artists: Jacob Lawrence and Aaron Douglas Story quilt paintings by African American female artist: Faith Ringgold. Art depicting scenes of the “Underground Railroad” and the African American experience.</p>	<p>throughout a variety of cultures and history illustrating and exploring Holocaust Law. Some examples may include Artwork examples from the Arts of Jewish Culture.</p> <ul style="list-style-type: none"> ● Learning to respect the beliefs and opinions of others as they express themselves through Art Critique. 	<p>throughout a variety of cultures and history illustrating and exploring LGBT & Disabilities Law. Some examples may include artwork by Keith Haring, Sandra Silberzwig, and/or Frida Kahlo.</p>	
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Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student’s IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

<ul style="list-style-type: none"> ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<ul style="list-style-type: none"> ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Stop and Jots ● Graphic organizers 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses 	<ul style="list-style-type: none"> ● Art Critique Project: composed verbal, visual, or written response to assess understanding of the Art Critique process. Was the student able to use correct art vocabulary with internal & external connections to self and the world 	<ul style="list-style-type: none"> ● “How to be an Art Detective Art Critique” Activity using Verbal, Visual, and/or Written responses to ALL 4 sections of the process of Art Criticism to Describe, Analyze, Interpret, & Evaluate an artwork of choice.

<ul style="list-style-type: none">• Running Records/skills check off		<p>around them to describe, analyze, interpret, and evaluate an artwork?</p> <ul style="list-style-type: none">• Was the student able to illustrate understanding of self-evaluation through an Artist Statement?	<ul style="list-style-type: none">• Applying the Art Criticism model to a written, verbal, or visual artist statement as a form of self-evaluation.
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