

GRADE 4 – Unit 2 DRAWING and PAINTING: “Observational vs. Expressive”

Mission Statement

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Unit Overview

In unit 2, students will learn to:

- identify and explore basic drawing and painting techniques inspired by different cultures, art styles throughout history, and/or work of famous artists.
- use and follow proper painting procedures to learn basic color-mixing and theory skills.
- use the Art Elements & Design Principles of drawing and painting to create a finished realistic and/ or abstract self portrait.
- use proper facial feature placement using scale/ proportion drawing portrait guidelines.

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.

<p>2- Drawing & Painting: “Observational & Expressive”</p>	<p>8 weeks</p>	<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 about basic drawing and painting techniques inspired by Art from different cultures and throughout history using the Art Elements & Design Principles. 	<ul style="list-style-type: none"> • improve observational drawing skills through contour line drawing exercises. • 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.
<p>3- Printmaking: “Making Your Mark”</p>	<p>4 weeks</p>	<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.
<p>4- Collage: “Drawing with Scissors”</p>	<p>4 weeks</p>	<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</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 	<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

		1.5.5.Re7a 1.5.5.Re7b 1.5.5.Cn10a	could be used in collage.	variety of collage materials. <ul style="list-style-type: none"> 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	<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.

		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"> create, present, and share a final clay pot for display in a hallway gallery or art show.
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Grade 4 – Unit 2 “DRAWING and PAINTING: Observational vs. Expressive” (4 weeks)

Unit Vocabulary

contour line	realistic	abstract	color	proportion
scale	blind contour	warm colors	cool colors	self-portrait
space	composition	analogous color		

Grade 4 – Unit 2 DRAWING and PAINTING: “Observational vs. Expressive”- 8 weeks

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>wk 1: Introduction to Drawing: exploring observational drawing and contour line drawing.</p> <p>wk 2: Portrait drawing using guidelines and proper facial feature placement</p>	<ul style="list-style-type: none"> 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects. 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. 1.5.5.Cr2a: Experiment and develop skills in multiple 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> explore and use basic drawing and painting techniques inspired by different cultures, art styles throughout history, and/or work of famous artists. create abstract and realistic lines in an artwork. use and follow proper painting procedures to learn basic color-mixing and theory skills. use the Art Elements & Design Principles of drawing and painting to create a finished self portrait. create scale and proportion using proper facial feature placement. <p>Anchor Standards:</p> <ul style="list-style-type: none"> Generating and conceptualizing ideas. Organizing and developing ideas. Refining and completing products. Developing and refining techniques and models or 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Tips on Teaching Kids Painting Exciting Ways to Teach about Self-Portraits LINK Materials <ul style="list-style-type: none"> Guidelines for Proportions of the Face LINK

<p>wk 3 & 4: Drawing and painting a self portrait</p> <p>wk 5: Continue drawing and painting a self portrait</p> <p>wk 6 & 7: Review Self-Portrait Painting procedures and continue painting projects</p> <p>wk 8: Final Self-Portrait Class Critique and Self -Evaluation</p>	<p>art-making techniques and approaches, through invention and practice.</p> <ul style="list-style-type: none"> ● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. ● 1.5.5.Pr5a: Prepare and present artwork safely and effectively ● 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. ● 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.Cn10a: Create works of art that reflect 	<p>steps needed to create products.</p> <ul style="list-style-type: none"> ● Synthesizing and relating knowledge and personal experiences to create products. ● Developing and refining techniques and models or steps needed to create products. ● Conveying meaning through art. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Creating ● Presenting ● Responding ● Connecting <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. ● Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the 	
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	<p>community cultural traditions. Discuss using formal and conceptual vocabulary.</p>	<p>natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <ul style="list-style-type: none"> • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. <p>Essential Questions:</p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? • What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? • What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the 	
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		<p>viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <ul style="list-style-type: none"> • 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 engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? <p>Practices:</p> <ul style="list-style-type: none"> • Explore • Investigate • Reflect, refine, continue • Select • Share • Perceive • Synthesize <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • “Self Portrait Drawing & Painting” Lesson Exit Tickets • Anecdotal notes about “Self Portrait Drawing & Painting” project & procedures during the whole group, small group and individual practice. • “Self Portrait Drawing & Painting” 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)
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	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.

CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
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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 connection: 3 must-read books for elementary students to read about Self-Portraits LINK, Self Portraits by Fourteen Artists Science: color theory and light while following and using proper painting and color mixing procedures. Math: using fractions to divide the visual space of a portrait composition. 	<ul style="list-style-type: none"> exploring communication through technology and self portraits. The use of grids, cameras, computers, iPads, printers, Apps and social media can be explored in this unit. Also to mass produce images to communicate and change images. 		<ul style="list-style-type: none"> <u>Self Portraits</u> by Fourteen Artists, exploring ethnic diversity and self-portraiture. African American portrait artist- Kehinde Wiley 		<ul style="list-style-type: none"> Frida Kahlo inspired expressive Self Portraits Sandra Silberzwig Abstract portraits 	

Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
<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>	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats

<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 ● 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 	<p>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 ● 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 	<p>and discussion opportunities</p> <ul style="list-style-type: none"> ● 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"> ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)
<p>Individualized Learning Opportunities</p>			
<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 ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses 	<ul style="list-style-type: none"> ● Contour line drawing: Was the student able to use observational drawing skills to create realistic contour line drawing? ● Self Portrait drawing & painting: Was the student able to use proportion/ scale with proper facial feature placement? ● Was the student able to use and follow proper painting and color mixing procedures? 	<ul style="list-style-type: none"> ● Realistic and/ or expressive self-portrait using a variety of different drawing and/or painting media such as watercolor pencil, washable marker, oil or soft pastel, ...etc.