

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

VISUAL ART

GRADE 4

Date of Board Approval: May 17, 2018

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Visual Art	SUBJECT:	Art	GRADE LEVEL:	4
COURSE LENGTH:	Year	DURATION:	45 minutes	FREQUENCY:	1 day per cycle
PREREQUISITES:	N/A	CREDIT:	N/A	LEVEL:	N/A

Course Description/Objectives:

Exposure to studio practices, reflection and evaluation of artworks, exhibition and preservation, analyzing and interpreting artworks, and the processes associated with creating personal works of art.

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COURSE TIMELINE

Unit 1: Studio Practices

- Studio habits
- Materials
- Tools and equipment

Ongoing

Unit 2: Presentation

- Art presentation
- Preservation
- Exhibits

Ongoing

Unit 3: Analyze and Interpret

- Art and communication
- Art and media
- Interpreting art
- Art criticism

Ongoing

Unit 4: Explore and Experiment

- Art making approaches
- Inventive approaches

Ongoing

Unit 5: Planning and Process

- Constructive criticism
- Revision

Ongoing

Unit 6: Social Justice

- Social issues
- Art and impact

4 days

Unit 7: Architecture	4 days
• Spaces, places, and environments	
• Media and experiences	
Unit 8: Culture and Traditions	4 days
• Traditions	
• Community	
	TOTAL 30 days

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #1:	Studio Practices	GRADE:	4

STANDARDS:

National Visual Arts Standards

VA:Cr2.2.4

- When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger from oneself and others.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #1:	Studio Practices	GRADE:	4

UNDERSTANDINGS

Artists and designers balance experimentations and safety, freedom, and responsibility while developing and creating artworks.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify the safety procedures in the art studio.
- Use and clean materials and equipment properly.

DO

- Maintain the art studio while creating.
- Safely create art appropriately using and caring for a variety of materials, tools, and equipment.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #2:	Presentation	GRADE:	4

STANDARDS:

National Visual Arts Standards

VA:Pr4.1.4

- Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

VA:Pr5.1.4

- Analyze the various considerations for presenting and protecting art in various locations, indoor, or outdoor settings, in temporary or permanent forms and in physical or digital forms.

VA:Pr6.1.4

- Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #2:	Presentation	GRADE:	4

UNDERSTANDINGS

Objects, artifacts, and artworks collected, preserved, or presented either by artist, museums, or other venues communicate meaning and record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- 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.

DO

- Examine how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
- Analyze the various considerations for presenting and protecting art in various locations, indoor, or outdoor settings, in temporary or permanent forms and in physical or digital forms.
- Compare and contrast purposes of art museums, art galleries, and other venues.
- Plan how different artworks should be presented considering preservation.
- View the places in which artwork is displayed and personal experiences they provide.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #3:	Analyze and Interpret	GRADE:	4

STANDARDS:

National Visual Arts Standards

- VA:Re7.2.4** • Analyze components in visual imagery that convey messages.
- VA:Re8.1.4** • Interpret art by referring to contextual information, and analyzing relevant subject matter, characteristics of form, and use of media.
- VA:Re9.1.4** • Apply one set of criteria to evaluate more than one work of art.
- VA:Cn11.1.4** • Through observation infer information about time, place, and culture in which a work of art was created.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #3:	Analyze and Interpret	GRADE:	4

UNDERSTANDINGS

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW	DO
<ul style="list-style-type: none">• Visual imagery influences understanding of and responses to the world.• People gain insights into meanings of artworks by engaging in the process of art criticism.• People evaluate art based on various criteria.	<ul style="list-style-type: none">• Analyze the components in works of art and evaluate the messages communicated.• Analyze the relevant subject matter, characteristics of form, and use of media in works of art.• Interpret multiple artworks based on the same specific criteria.• Examine time, place, and culture in which a work of art was created.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #4:	Explore and Experiment	GRADE:	4

STANDARDS:

National Visual Arts Standards

VA:Cr1.1.4 • Brainstorm multiple approaches to a creative art or design problem.

VA:Cr2.1.4 • Explore and invent art-making technologies and approaches.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #4:	Explore and Experiment	GRADE:	4

UNDERSTANDINGS

Creativity and innovative thinking are essential life skills that can be developed.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW <ul style="list-style-type: none">• Artists use multiple approaches to solve a creative art or design problem.• Identify the processes and materials for a student driven artwork.• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.• Artists plan, brainstorm, and problem solve.	DO <ul style="list-style-type: none">• Create works of art using multiple approaches to solve a creative art or design problem.• Invent art-making approaches to create art.
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KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #5:	Planning and Process	GRADE:	4

STANDARDS:

National Visual Arts Standards

VA:Cr.3.1.4

- Revise artwork in progress on the basis of insights gained through peer discussion.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	Ongoing
UNIT #5:	Planning and Process	GRADE:	4

UNDERSTANDINGS

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW <ul style="list-style-type: none">• Artists give constructive criticism.• Artists revise artwork after receiving constructive criticism.	DO <ul style="list-style-type: none">• Critique artwork and provide constructive criticism to their peers.• Revise artwork in progress after receiving feedback from peer discussion.
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KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #6:	Social Justice	GRADE:	4

STANDARDS:

National Visual Arts Standards

VA:Cr1.2.4

- Collaboratively set goals and create artwork that is meaningful and purposeful to the makers.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #6:	Social Justice	GRADE:	4

UNDERSTANDINGS

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create an artwork that addresses a social issue.

KNOW

- Identify social issues within our society.
- Artists address social issues through their artwork.

DO

- Identify issues of social justice collaboratively.
- Interpret artworks that address social issues.
- Create an artwork that addresses a social issue.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #7:	Architecture	GRADE:	4

STANDARDS:

National Visual Arts Standards

- VA:Cr2.3.4** • Document, describe, and represent regional constructed environments.
- VA:Re7.1.4** • Compare responses to a work of art before and after working in similar media.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #7:	Architecture	GRADE:	4

UNDERSTANDINGS

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.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a drawing or model inspired by architecture from local places, spaces, and environment.

KNOW

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Identify architecture from local places, spaces, and environments.
- Artists use various media and its effect on the work of art.

DO

- Compare responses to a work of art before and after working in similar media.
- Document, describe, and represent local places, spaces, or environments.
- Create a drawing or model inspired by architecture from local places, spaces, and environment.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #8:	Culture and Traditions	GRADE:	4

STANDARDS:

National Visual Arts Standards

VA:CN10.1.4

- Create works of art that reflect community cultural traditions.

KNOW, UNDERSTAND, DO

COURSE:	Visual Art	TIME FRAME:	4 days
UNIT #8:	Culture and Traditions	GRADE:	4

UNDERSTANDINGS

Through art making people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create works of art that reflect community cultural traditions.

KNOW

- Cultural traditions have impacted artists.
- Artists create works of art that reflect community cultural traditions.

DO

- Examine their own cultural traditions.
- Create works of art that reflect community cultural traditions.

ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Sketchbooks
- 2) Planning Packets/worksheets
- 3) Research for studio art projects
- 4) Critiques
- 5) Various writing assignments:
 - Artist Statements
- 6) Studio Art Projects
- 7) Homework/Projects
- 8) Class discussion
- 9) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Sketches
- Medium Exploration
- Artist Statement
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)