Moonachie School District

Visual Arts Curriculum:

Grade 4

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022

Re-Adoption: January 31, 2023

| **1.5 Visual Arts: Grades 4** | | | | |
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| **ARTISTIC PROCESS: Creating**  **Pacing: 8 weeks** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION** | | **PRACTICE** |
| **Anchor Standard 1: Generating and conceptualizing ideas.** | 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. | 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? | | Explore |
| **Anchor Standard 2: Organizing and developing ideas.** | 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. | 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? | | Investigate |
| **Anchor Standard 3: Refining and completing products.** | Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. | 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? | | Reflect, Refine, Continue |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 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 art-making techniques and approaches, through invention and practice. | | | | |
| 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. | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | | **Evidence of Learning (Assessment)** |
| **Unit 1: Color and Value**  Tertiary colors, mixing, experimenting, tint, value, analogous colors, complimentary colors, interaction of colors, unity, color schemes, Warm, cool, primary, secondary, color wheel, tertiary, tints, shades, monochromatic, light, dark, pressure, blending, tints, metallic, neutral colors, neon | Students will be able to:   * Brainstorm and curate ideas about the use of color to create various art pieces and innovatively problem solve during artmaking and design projects. * Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. * Experiment and develop skills in various ways of using color, through invention and practice. * Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. * Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. * Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. | * The teachers will lead an exploration of Sol Lewitt to explore the mixing of colors including tertiary color, tints and shades. Students will create curved line and geometric line pieces. * The class will discuss fauvism, the wild beasts, a more abstract way of displaying a landscape. The teacher will display examples and they will explore the elements. Students will then create their own fauvism landscapes utilizing abstract colors. * Students will create an under the sea project with interdisciplinary connections to science class. Through the discussions of connections between climate change and art. Students will explore the cool colors for water, analogous color scheme for the fish, and monochromatic is used to display that coral. * The teacher will lead an exploration of the work of Gutav Kimpt and “The Tree of Life”. Students will then use metallic paint and crayons to make their pieces. | | * Teacher created rubric to assess students completion of projects * Student collaboration on projects * Effort grade (1-4) on projects * Expectation grade on projects specific to the project and the art elements learned |
| **Unit 2: Lines**  Abstract, collage, shape, pattern, color, horizon line, Line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick(er), thin(er), wipsy, diagonal, movement, linear movement, contour lines, abstract art, inspiration, theme, symbolism | Students will be able to:   * Brainstorm and curate ideas about the use of lines to create various art pieces and innovatively problem solve during artmaking and design projects. * Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. * Experiment and develop skills in various ways of using lines through invention and practice. * Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. * Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. | * Students will explore the works of Romero Britto, specifically, patterns and lines. Based on the works of Britto, students will create pieces around the theme of friendship with bright lines and colors. The students will come up with their own ideas based on personal significant experiences in their lives. * With teacher guidance the students will explore the works of Joan Miro focusing on his use of lines and “eyes”. Students will create “eyeball monsters” inspired by his work. In addition, the idea and role of symbolism will be incorporated into the students' pieces. * The class will explore stamp quilt design with lines. The teacher will help facilitate interdisciplinary connections to social studies and the underground railroad. Students will create their own stamp quilt that communicates a message or idea that is important to them. | | * Teacher created rubric to assess students completion of projects * Student collaboration on projects * Effort grade (1-4) on projects * Expectation grade on projects specific to the project and the art elements learned |
| **Unit 3: Shape and Form**  Organic, geometric, recycled, realistic, abstract, positive and negative space, cubism,  Cultural symbols, spheres, cones, cylinders, rectangular prisms, pyramids, cubes, organic and geometric shapes, symbols, circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon | Students will be able to:   * Brainstorm and curate ideas about the use of shapes and forms to create various art pieces and innovatively problem solve during artmaking and design projects. * Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. * Experiment and develop skills in various ways of using shapes, through invention and practice. * Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. * Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. | * The teacher will lead an exploration of the planets within the solar system with a focus on the shapes of each. Students will make the interdisciplinary connection to science and the solar system through the creation of Chalk pastel solar system. Students will create spheres and shadows to create the planets of our solar system. * The teacher will lead an exploration of Laurence Vallières and her creation of animals through recycled material. Class discussion of conservation and the impact of climate change on animals will be highlighted. Students will create animals out of recycled materials. They will have voice and choice in the animal creations that are meaningful to them. * Students will explore the work of Jeff Koons to create a cityscape that is meaningful to them. | | * Teacher created rubric to assess students completion of projects * Student collaboration on projects * Effort grade (1-4) on projects * Expectation grade on projects specific to the project and the art elements learned |
| **Unit 4: Texture**  Implied or actual texture, bumpy, scaly, smooth, rough, rubbing plate, quilt, mixed media, glossy, matte, satin | Students will be able to:   * Brainstorm and curate ideas about the use of texture to create various art pieces and innovatively problem solve during artmaking and design projects. * Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. * Experiment and develop skills in various ways of using texture, through invention and practice. * Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. * Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. | * The teacher will lead a class exploration of the works of Albrecht Durer and his artwork of animals. Students will explore endangered species of animals and set a goal for which they will create and how they will create texture. They will then create drawings, larger than the picture they find, that display the texture of the fur on the animal. The purpose is to display the implied texture and mark making. Students will collaborate and revise based on feedback. * The class will explore Native American Totem Poles. They will create their own Totem poles with texture using various collage materials including mylar paper and found materials, i.e. wrappers for fruit rollups. Students will reflect and refine their work based on feedback and be able to explain their artistic choices. | | * Teacher created rubric to assess students completion of projects * Student collaboration on projects * Effort grade (1-4) on projects * Expectation grade on projects specific to the project and the art elements learned |
| **Unit 5: Space**  Foreground, background, middle ground, size variations, placement, shadows, horizon line, depth, parallel lines, depth, one point perspective, pointillism | Students will be able to:   * Brainstorm and curate ideas about creating space in art pieces and innovatively problem solve during artmaking and design projects. * Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers through class discussion. * Experiment and develop skills in various ways of using texture, through invention and practice. * Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. * Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. | * The teacher will display various image examples of roads, railroads, or paths that display parallel lines. These will create the illusion of creating space in the drawing. Students use lines to demonstrate or create the illusion of space through one point drawings. One point drawing perspective using a bridge, farm, or other place. * Teacher led exploration of the artist Georges Seurat to explore the use of visual depth with pointillism. Students will create a painting using a variety of materials to create the dots that will display space within the painting. This includes brushes, opposite ends of the brush, Q-tips, etc. Students can make the connection that they can use everyday objects in their life to create art. Students will investigate the various materials and refine with paintings in collaboration with the teacher and peers. | | * Teacher created rubric to assess students completion of projects * Student collaboration on projects * Effort grade (1-4) on projects * Expectation grade on projects specific to the project and the art elements learned |
| **Resources/Materials** | **Unit 1**  Artists: Sol Lewitt: Wall Drawings, Gustav Klimt, Matisse- fauvism  Materials:metallic paint, metallic crayons, tempera paint, water color, colored pencils, watercolor pencils, acrylic paint  **Unit 2**  Artists: Romero Britto, Joan Miro  Materials:pencils, paper, markers, recycled styrofoam, scissors, colored pencils  **Unit 3**  Artists: Laurence Vallières, Jeff Koons  Materials: chalk, crayons, markers, scissors, glue, paint, water color, neon colors  **Unit 4**  Artist: Albrecht Durer  Materials: pencils, paper, colored pencils, mylar paper, recycled materials, glitter, rubbing plates  **Unit 5**  Artist: Georges Seurat  Materials: paint, paint, brushes, q-tips, pencils, paper, colored pencils, recycled materials  Scholastic Art Magazine  Mati and Dada videos  BrainPop videos  <https://www.metmuseum.org/>  <https://www.moma.org/> | | | |
| **Interdisciplinary Connections** | SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  B. Follow agreed-upon rules for discussions and carry out assigned roles.  C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).  9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.  9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). | | | |
| **Computer Science and Design Thinking** | 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a  claim. | | | |

| **1.5 Visual Arts: Grades 4** | | | | |
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| **ARTISTIC PROCESS: Presenting**  **Pacing: 8 weeks** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION** | | **PRACTICE** |
| **Anchor Standard 4: Selecting, analyzing, and interpreting work.** | Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation. | 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? | | Analyze |
| **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** | 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. | What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? | | Select |
| **Anchor Standard 6: Conveying meaning through art.** | 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. | What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? | | Share |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. | | | | |
| 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. | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | | **Evidence of Learning (Assessment)** |
| Gallery walk, art safety/protection, respect of art, information about art, matting, mounting, enhancing artwork, detract from art work, curator, art preservation, art area | Students will be able to:   * Prepare and present artwork safely and effectively. * Discuss how exhibits and museums provide information and in person experiences about concepts and topics for their own pieces of art displayed in a gallery walk. * Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork in relation to how the students will care for their artwork when they take it home. | * The teacher will model to the students how to store various artworks safely, i.e. chalk pastels stored within the “folder”. Students will then store their artwork and be respectful of others. * The teacher will display and explore the information that is provided by museums for pieces of art. Students will create sentences to inform others about their artwork. * The teacher will lead discussion on the manner/way that students will present their artwork, i.e. color choice for matting and how it can enhance or detract from the artwork. * The teacher will discuss the responsibilities of an art curator and how to create and preserve student artwork at home. This includes how to bring artwork home safely and creating a space at home to keep the artwork “safe” as the home curator of their artwork. | | The teacher will assess the students on their ability to apply the concepts of presenting their artwork in a manner that will enhance it based on understanding of mounting/matting and colors that are needed.  The teacher will assess students on their ability to safely and effectively present and/or prepare their artwork for gallery walks. |
| **Resources/Materials** | [Virtual MET field trip](https://www.youtube.com/watch?v=y4i03lJreOI)  [Louvre Virtual Tour](https://www.louvre.fr/en/online-tours)  [Smithsonian Virtual Tour](https://naturalhistory.si.edu/visit/virtual-tour)  Scholastic Art Magazine  Mati and Dada videos  BrainPop videos  <https://www.metmuseum.org/>  <https://www.moma.org/>  Google Slides, Google Classroom | | | |
| **Interdisciplinary Connections** | SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  B. Follow agreed-upon rules for discussions and carry out assigned roles.  C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).  9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.  9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). | | | |
| **Computer Science and Design Thinking** | 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a  claim. | | | |

| **1.5 Visual Arts: Grades 4** | | | | |
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| **ARTISTIC PROCESS: Responding**  **Pacing: 8 weeks** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION** | | **PRACTICE** |
| **Anchor Standard 7: Perceiving and analyzing products.** | 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. | 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? | | Perceive |
| **Anchor Standard 8: Interpreting intent and meaning.** | People gain insights into meanings of artworks by engaging in the process of art criticism. | 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? | | Interpret |
| **Anchor Standard 9: Applying criteria to evaluate products.** | People evaluate art based on various criteria. | 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? | | Analyze |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 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 genre, historical and cultural contexts. | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | | **Evidence of Learning (Assessment)** |
| India, Ancient Greece, Ancient Rome, Asia, cultures, artistic process, culture, conditions, environment, time and place, relationships, personal narrative, form, structure, context, subject, visual elements, geometric, organic, mood, colors convey mood. | **Students will be able to:**   * Speculate about artistic processes. Interpret and compare works of art and other responses. * Analyze visual arts including cultural associations. * Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. | * The teacher will encourage students to explain what they see. Then ask probing questions to identify why students think that the artist made the choices based on what they see in the artwork. * The teacher will lead students through comparing and contrasting art to previous knowledge from other years. They will model and encourage students to find connections between pieces of art. * Teacher led discussion on the time and place of what is going on at the time the artist is living in their culture with consideration of the conditions/environment and how that impacts the artwork. Students will then make comparisons to their own experience and culture. | | The teacher will assess the students based on their ability to convey an understanding of the learning objectives through:   * Whole group discussion * Small group discussion * Anecdotal notes * conferring |
| **Resources/Materials** | [Virtual MET field trip](https://www.youtube.com/watch?v=y4i03lJreOI)  [Louvre Virtual Tour](https://www.louvre.fr/en/online-tours)  [Smithsonian Virtual Tour](https://naturalhistory.si.edu/visit/virtual-tour)  Scholastic Art Magazine  Mati and Dada videos  BrainPop videos  <https://www.metmuseum.org/>  <https://www.moma.org/>  Google Slides, Google Classroom | | | |
| **Interdisciplinary Connections** | SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  B. Follow agreed-upon rules for discussions and carry out assigned roles.  C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).  9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.  9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). | | | |
| **Computer Science and Design Thinking** | 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a  claim. | | | |

| **1.5 Visual Arts: Grades 4** | | | | |
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| **ARTISTIC PROCESS: Connecting**  **Pacing: 8 weeks** | | | | |
| **ANCHOR STANDARD** | **ENDURING UNDERSTANDING** | **ESSENTIAL QUESTION** | | **PRACTICE** |
| **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.** | Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. | 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? | | Synthesize |
| **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.** | People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. | 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 does art preserve aspects of life? | | Relate |
| **PERFORMANCE EXPECTATIONS** | | | | |
| 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. | | | | |
| 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. | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | | **Evidence of Learning (Assessment)** |
| Community, culture, traditions, ethnic identities, respect, perspectives, values, beliefs, society, sharing, acceptance, family, artist’s intent, recycle, reuse, conserve | **Students will be able to:**   * Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. * Communicate how art is used to inform the values, beliefs and culture of an individual or society. * Communicate how art is used to inform others about global issues, including climate change. | * The teacher will lead a discussion with the students and model how to be respectful of each other’s cultures, traditions, values, family, etc in relation to art and artwork. The students will then have the opportunity to share with whole and small groups their cultural traditions in relation to art. * The teacher will model how to identify and communicate how cultural art can be identified personally and how it can be explored respectfully with their peers. * The teacher will identify examples within the classroom that display “waste” including water running, throwing out/misused paper, recycled materials used for art projects | | The teacher will assess the students based on their ability to convey an understanding of the learning objectives through:   * Whole group discussion * Small group discussion * Anecdotal notes * conferring |
| **Resources/Materials** | [Virtual MET field trip](https://www.youtube.com/watch?v=y4i03lJreOI)  [Louvre Virtual Tour](https://www.louvre.fr/en/online-tours)  [Smithsonian Virtual Tour](https://naturalhistory.si.edu/visit/virtual-tour)  Scholastic Art Magazine  Mati and Dada videos  BrainPop videos  <https://www.metmuseum.org/>  <https://www.moma.org/>  Google Slides, Google Classroom | | | |
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| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |