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**
Date Created or Revised:		6-4-12; updated 12/2012		
BOE Approval Date:		12/18/12		

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	- Art History - Surrealism - Collage - Dreams
Skills	- Develop an understanding of surrealist style - Exaggerate perspective - Collage a storyline - Painting, Cutting or Gluing
Assessments	- Teacher observation during practice activities and in class discussions - Project based rubric assessing skills and knowledge
Interventions / differentiated instruction	• Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs
Inter-disciplinary Connections	Literature related activity
Lesson resources / Activities	

2009 NJCCCS

Standard:

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.

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):**
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
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 Art Curriculum		
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	• Self awareness • Compare-contrast self-portraits • Facial expressions • Mood
Skills	• Drawing • Creating proper proportion
Assessments	• Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge
Interventions / differentiated instruction	• Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs
Inter-disciplinary Connections	• Math connections • Literature related activities
Lesson resources / Activities	•

2009 NJCCCS

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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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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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Art Curriculum</td></tr>
<tr><td colspan="2">Unit Title: Abstract Art</td><td>Unit #: 3</td></tr>
<tr><td colspan="2">Course or Grade Level: Art – Grade 4</td><td>Length of Time: 8 weeks</td></tr>
<tr><td colspan="2">Date Created: 6-18-12</td><td>BOE Approval Date:</td></tr>
</table>

Pacing	8 classes
Essential Questions	How can you break down a drawing into simple shapes? How can artwork be abstracted?
Content	• Self awareness • Art History • Collage • Shape identification • Abstract art
Skills	• Cutting • Pasting • Painting • Proper use of materials
Assessments	• Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge
Interventions / differentiated instruction	• Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs
Inter-disciplinary Connections	• Math connections • Literature related activities
Lesson resources / Activities	•

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Standard:

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Strand(s):

D. Visual Art

A. History of the Arts and Culture

A. Aesthetic Responses

B. Critique Methodologies

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	**CPI # / CPI(s):** 1.1.5.D.1

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
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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
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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
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<tr><td colspan="2">Unit Title: Folk Art</td><td>Unit #: 4</td></tr>
<tr><td colspan="2">Course or Grade Level: Art – Grade 4</td><td>Length of Time: 8 weeks</td></tr>
<tr><td colspan="2">Date Created: 12-10-12</td><td>BOE Approval Date:</td></tr>
</table>

Pacing	8 classes
Essential Questions	What classifies you as folk artist? What qualities do you find in a folk art painting?
Content	• Art History • Art appreciation • Multicultural • Storytelling
Skills	• Mimicking the techniques of a folk artists • Using non-traditional materials • Proper use of materials
Assessments	• Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge
Interventions / differentiated instruction	• Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs
Inter-disciplinary Connections	• Social studies connections • Literature based connections
Lesson resources / Activities	• TBD

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Strand(s):

Content Statement(s):	CPI # / CPI(s):
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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

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<tr><td colspan="2">**Unit Title:** Value</td><td>**Unit #: 5**
May / June</td></tr>
<tr><td colspan="2">**Course or Grade Level: Art – Grade 4**</td><td>**Length of Time: 8 weeks**</td></tr>
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<tr><td>**Pacing**</td><td colspan="2">8 weeks</td></tr>
<tr><td>**Essential Questions**</td><td colspan="2">How do you show highlights and shadows?

How can you make something 2-dimensional appear 3- dimensional?</td></tr>
<tr><td>**Content**</td><td colspan="2">• Shading
• Gray scales
• A defined light source</td></tr>
<tr><td>**Skills**</td><td colspan="2">• Giving your drawing a volumetric feeling

• Varying hand pressures to create different values</td></tr>
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