

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Art Grade 4

October 2021

BOE Approved April 2022

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Authors of Course Guide

Jennifer Amodeo

BOE Approved April 2022

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Visual Art

4th Grade

Program Overview

The Visual Art Curriculum, grades 4-5 of New Milford Public Schools provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. Through those artistic processes, the students are provided with rich experiences in the study of painting, drawing, sculpture, ceramics, printmaking, and mixed media to develop and fine-tune their use of art materials, tools, and technologies. Students gain an appreciation of art history and the role of the visual arts in culture. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, attainability of this curriculum is based upon a minimum of one forty-minute art class every three days for grades four and five.

Within these sequential standards based, concept driven student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as a rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards: “Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

NATIONAL CORE ARTS STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing
Presenting
Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



Connecting

Relating artistic ideas and work with personal meaning and external context.

<http://www.nationalartsstandards.org/>

BOE Approved April 2022

Pacing Guide

Unit 1 -- 2D Drawing and Painting 8-10 classes

Unit	Timeline
2 Dimensional Design ~ Drawing and Painting	<p>September/October District-Wide Pre-Assessment</p> <p>August - May/June Drawing - 4-6 weeks Painting - 4-6 weeks</p> <p>The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p>

	<p>Formative Descriptions:</p> <ul style="list-style-type: none"> • Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in's. • Reflections • Vocabulary usage • Peer, self-reflection and teacher feedback during discussion and critiques <p>Summative Descriptions:</p> <ul style="list-style-type: none"> • Direct observation of student work • Specific feedback • One-on-one instruction • Student/teacher rubric <p>May/June District-Wide Summative Assessment</p> <ul style="list-style-type: none"> • Analyze and collect data <p>Assessments: Must link to unit standards and objectives.</p>
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Unit 2 -- 3D Ceramics and Sculpture : 8-10 Classes

Unit	Timeline
3 Dimensional Design ~ Ceramics and Sculpture	<p>September/October District-Wide Pre-Assessment</p> <p>August - May/June Ceramics - 4-6 weeks Sculpture - 4-6 weeks</p> <p>The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p>

	<p>Formative Descriptions:</p> <ul style="list-style-type: none"> • Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in's. • Reflections • Vocabulary usage • Peer, self-reflection and teacher feedback during discussion and critiques <p>Summative Descriptions:</p> <ul style="list-style-type: none"> • Direct observation of student work • Specific feedback • One-on-one instruction • Student/teacher rubric <p>May/June District-Wide Summative Assessment</p> <ul style="list-style-type: none"> • Analyze and collect data <p>Assessments: Must link to unit standards and objectives.</p>
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Unit 3 -- Printmaking: 8-10 classes

Unit	Timeline
Printmaking	<p>September/October District-Wide Pre-Assessment</p> <p>August - June Printmaking - 6-8 weeks The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p>

Formative Descriptions:

- Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in's.
- Reflections
- Vocabulary usage
- Peer, self-reflection and teacher feedback during discussion and critiques

Summative Descriptions:

- Direct observation of student work
- Specific feedback
- One-on-one instruction
- Student/teacher rubric

May/June

District-Wide Summative Assessment

- Analyze and collect data

Assessments: Must link to unit standards and objectives.

<p>ESTABLISHED GOALS</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>CCCS- ELA -Reading.RI 2.4 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr1.1.4a--Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA:Cr2.1.4a--Explore and invent art-making techniques and approaches.</p> <p>VA:Re.7.2.4a--Analyze components in visual imagery that convey messages.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>--Creativity and innovative thinking are essential life skills that can be developed.</p> <p>--Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>--Visual imagery influences understanding of and responses to the world.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>-- What factors prevent or encourage people to take creative risks?</p> <p>--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?</p> <p>--Where and how do we encounter images in our world? How do images influence our views of the world?</p>
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	approaches, art, problem, techniques, components, imagery, messages.	Brainstorming, exploring, analyzing, conveying
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>-Neat, well-designed artwork demonstrating original design and personal choice using correct technique.</p> <p>-Artwork supports knowledge of technique(s) and proper use of media.</p> <p>-Artwork supports knowledge and use of Elements of Design.</p>	<p>PERFORMANCE TASK(S):</p> <p>Conceptualizing, creating, and constructing a 2 dimensional subject matter specific composition using appropriate techniques for using line, shape, color, texture, pattern, rhythm, movement, and direction; to express original artistic intent.</p> <p>Suggested Activities: Include the study of the Elements and Principles of Design using, but not limited to, creating self-portraits, portraits, landscapes, abstract, still-life, collage, mosaics, watercolor, symmetry, or master artists inspired artworks.</p>
Meaning	Explaining personal choice, using art vocabulary correctly.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
Transfer	Making connections to various disciplines/ subjects correctly.	<ul style="list-style-type: none"> Using correct art vocabulary in reflection to discuss their original artwork. Assessments: Must link to unit standards and objectives. Within these sequential standards based, concept driven student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens. Using examples of connections in dialogue or written reflection.

Meaning	<p><i>Pre-Assessment</i></p> <p>Teachers will check students prior knowledge with the District-Wide Baseline Assessment.</p>

	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
Acquisition	<ul style="list-style-type: none"> Teachers and students discuss and investigate elements of 2 dimensional design through images and messages. WHE 	<ul style="list-style-type: none"> Students will get feedback from the teacher by formative assessment, including multiple strategies but not limited to Exit Slips, Turn-n-Talk, and Thumbs up/down.
Meaning	<ul style="list-style-type: none"> Students will explore their imagination to conceptualize or determine an artistic design or artwork through appropriate media. WHETO 	<ul style="list-style-type: none"> Direct observation Specific feedback One-on-one instruction
Acquisition	<ul style="list-style-type: none"> Teacher demonstrates the processes of a variety of drawing tools to lesson specific requirements. HRTTO 	<ul style="list-style-type: none"> The ultimate goal of this curriculum is to serve as a rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards.
Acquisition	<ul style="list-style-type: none"> Teacher demonstrates strategies to use tools and technologies in each medium with sketching, shading, blending, resist, and texture to express original artistic ideas. HERTO 	
Meaning	<ul style="list-style-type: none"> Students investigate demonstrated strategies to practice and receive feedback. ERETO 	
Meaning	<ul style="list-style-type: none"> Students draw a rough sketch of conceptual design and receive feedback. RETO 	
Transfer	<ul style="list-style-type: none"> Students apply newly learned techniques, processes, and materials to create a 2 dimensional composition or artwork. Newly learned drawing tools may include but are not limited to rulers, with an introduction to compasses. ERTO 	
Meaning	<ul style="list-style-type: none"> Teachers will allow students to tailor their artwork to individual skill level and personal choice. RETO 	
Meaning	<ul style="list-style-type: none"> Students elaborate on their choice of design using art vocabulary, and resources through reflection. RE 	
Meaning	<ul style="list-style-type: none"> Teachers will organize the sequence of learning by introducing necessary techniques for student success. WHEO <p>Essential Resources:</p> <p>Art room equipped with sinks, storage, and work tables.</p> <p><i>Drawing</i> - A variety of media that includes but is not limited to: pencil, erasers, markers, crayons, colored pencils, oil pastels, chalk pastels, charcoal, paper(s) tape, rulers, compasses and manipulatives..</p> <p><i>Painting</i> - A variety of media that includes but is not limited to: brushes, tempera, tempera cakes, watercolor, acrylic, scissors, glue, mod podge.</p>	

	<p><i>Multimedia</i>- Smartboard, hovercam, Art prints, chalkboard/whiteboard,color wheel, tablet/chromebooks, access to computer, appropriate software, and printer.</p> <p>http://www.nationalartsstandards.org/</p>	
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<p>Anchor Standard 1: Generalize and conceptualize artistic ideas and work.</p> <p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>CCSS.MATH.CONTENT.4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.</p>	Transfer	
	VA:Cr1.1.4a-Brainstorm multiple approaches to a creative art or design problem.	
	VA:Cr1.2.4a-Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	
	VA:Re8.1.4a- Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></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. -People gain insights into meanings of artworks by engaging in the process of art criticism. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - 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? -How does knowing and using visual art vocabularies help us understand and interpret works of art?
	Acquisition	
	<p><i>Students will know...</i></p> <p>approaches, art, design, problems, goals, purpose, information, subject matter, form, media.</p>	<p><i>Students will be skilled at...</i></p> <p>Brainstorming, setting goals, creating, interpreting, referring, analyzing</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<ul style="list-style-type: none"> -Neat, well-designed artwork demonstrating original design and personal choice. -Artwork supports knowledge of technique(s) and proper use of media. -Artwork supports knowledge and use of Elements of Design. -Accurate drawings of 3-D forms. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> -Conceptualizing, creating, and constructing a 3 dimensional form through drawing and investigating a variety of sculpture material using addition and subtraction methods, joining/combining materials and relief to express artistic intent. <p>Suggested Activities: Experiment and apply knowledge with various tools and media. Include the study of Elements and Principles of Design using various 3-D media, involving but not limited to using clay, model-magic, dough, carved sculptures, papier mache, paper, wire, wood, plaster, recycled items, or master artists inspired artworks.</p>

Meaning	Explaining personal choice, using art vocabulary correctly.	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Students will use correct art vocabulary in reflection to discuss their original artwork. Assessments: Must link to unit standards and objectives. • Within these sequential standards based, concept driven student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.
Transfer	Explaining master works aligning to form and structure.	

Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
Acquisition	<ul style="list-style-type: none"> Students and teachers analyze and discuss elements of 3 dimensional form. WHE 	
Meaning	<ul style="list-style-type: none"> Students will interpret master works of art referring to specific project examples and end goals. WHEO 	<ul style="list-style-type: none"> Students will get feedback from teacher by formative assessment.
Acquisition	<ul style="list-style-type: none"> Teacher demonstrates how to use media and lesson specific sculptural techniques. As with clay, the teacher will demonstrate how to wedge, slip and score, and use tools to join or add clay. 	<ul style="list-style-type: none"> Direct observation Specific feedback One-on-one instruction
Acquisition	WER <ul style="list-style-type: none"> Teacher demonstrates strategies to prepare, join, and use construction techniques; to express original artistic intent using alternative media. WER 	<ul style="list-style-type: none"> Students will reflect on learning through project based rubric.
Acquisition	<ul style="list-style-type: none"> Students investigate, and practice skills and receive feedback. RET 	<ul style="list-style-type: none"> The ultimate goal of this curriculum is to serve as a rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards.
Meaning	<ul style="list-style-type: none"> Students draw a rough sketch of conceptual design applying newly learned information and receive feedback. RET 	
Meaning	<ul style="list-style-type: none"> Students elaborate on newly learned techniques to create a 3 dimensional art form. T 	
Meaning	<ul style="list-style-type: none"> Teachers will allow students to enhance their sculptures to individual skill level and personal choice. HRET 	
Transfer	<ul style="list-style-type: none"> Students will incorporate newly learned information on tools and technologies previously demonstrated by the teacher in their artmaking processes. HRET 	
Transfer Meaning	<ul style="list-style-type: none"> Students demonstrate understanding by communicating their choice of design effectively using art vocabulary. E Teachers will organize the sequence of learning by introducing necessary techniques for student success. WO 	

Essential Resources

Art room equipped with sinks, storage, and work tables.

Ceramics - A variety of media includes, but is not limited to: kiln, kiln accessories, earth clay, modeling materials, sculpting tools, glaze, tempera/acrylic/watercolor paints.

Sculpture - A variety of media includes, but is not limited to: paris craft, papier-mache, wood, wire, cardboard, paper, recycled items, scissors, glue, mod podge, tape.

Multimedia- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel, tablet/chromebooks, access to computer, appropriate software, and printer.

<http://www.nationalartsstandards.org/>

<p>ESTABLISHED GOALS</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p><u>CCSS.ELA-LITERACY.RI.4.2</u></p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr2.1.4a -Explore and invent art-making techniques and approaches.</p> <p>VA:Cr2.2.4a -When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others</p> <p>VA:Re.7.1.4a-Compare responses to a work of art before and after working in similar media.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> -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. - 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. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - 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? -How do life experiences influence the way you relate to art? What can we learn from our responses to art?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	Techniques, approaches, works of art, materials, tools, equipment, danger, others, responses, media.	Exploring, inventing, utilizing, preventing, comparing.
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Well-designed, thought out artwork demonstrating original design and personal choice using correct technique.</p> <p>-Artwork supports knowledge of technique(s) and proper use of media.</p> <p>-Artwork supports knowledge and use of Elements of Design.</p>	<p>PERFORMANCE TASK(S):</p> <p>Conceptualizing, creating, and making a print using specific tools and using appropriate techniques for using line, shape, color, texture, pattern, rhythm, movement, and direction; to express original artistic intent.</p> <p>Suggested Activities: Include the study of the Elements and Principles of Design using, but not limited to, creating reliefs, stamps, stencils, collographs, monoprints, and engraving.</p>
Meaning	<p>-Explaining personal choice, using art vocabulary correctly.</p>	<p>Using examples of connections in dialogue or written reflection.</p>
Transfer	<p>-Demonstrates knowledge of the printmaking process.</p>	<p>Exploration of printing concepts, and care for equipment and tools.</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Students will use correct art vocabulary in reflection to discuss their original artwork. • Assessments: Must link to unit standards and objectives. • Within these sequential standards based, concept driven student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.
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Code	Pre-Assessment	
Meaning	<p>Teachers will check students prior knowledge with the District-Wide Baseline Assessment towards the Elements of Art.</p> <p>Teachers will check students' prior knowledge of printmaking through formative assessment.</p>	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
Acquisition	<ul style="list-style-type: none"> Students and teachers analyze and discuss the process of printmaking. WHE 	<ul style="list-style-type: none"> Students will get feedback from the teacher by formative assessment. Direct observation Specific feedback One-on-one instruction Students will reflect on learning through project based rubric. The ultimate goal of this curriculum is to serve as a rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards.
Meaning	<ul style="list-style-type: none"> Students will interpret master works of art referring to specific project examples and end goals. WHEO 	
Acquisition	<ul style="list-style-type: none"> Teacher demonstrates how to use media and lesson specific techniques. WHE 	
Acquisition	<ul style="list-style-type: none"> Teacher demonstrates strategies to prepare printing surfaces, as well as to express original artistic intent using alternative media. WHET 	
Meaning	<ul style="list-style-type: none"> Students draw a rough sketch of conceptual design applying newly learned information and receive feedback. WHERE 	
Meaning	<ul style="list-style-type: none"> Students investigate, and practice skills and receive feedback. HRET 	
Meaning	<ul style="list-style-type: none"> Students elaborate on newly learned techniques in order to create a successful print. HRET 	
Meaning	<ul style="list-style-type: none"> Teachers will allow students to enhance their print to individual skill level and personal choice. RET 	
Meaning	<ul style="list-style-type: none"> Students will incorporate newly learned information on tools and technologies previously demonstrated by the teacher in their artmaking processes. RET 	
Transfer	<ul style="list-style-type: none"> Students demonstrate understanding by communicating their choice of design effectively using art vocabulary. E 	
Meaning	<ul style="list-style-type: none"> Teachers will organize the sequence of learning by introducing necessary techniques for student success. WO 	

	<p><i>Essential Resources</i></p> <p>Art room equipped with sinks, storage, and work tables.</p> <p><i>Printmaking</i>- cardstock, oak tag, printing paper, printing blocks, various stamps, acrylic paint, tempera paint, printing ink, brayers, ink plates, bench hooks, styrofoam trays, stylus sticks, carving tools, stamps, plastic bags.</p> <p><i>Multimedia</i>- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel, tablet/chromebooks, access to computer, appropriate software, and printer.</p>	
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