

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Disciplinary Literacy

Grade: Grade 4
MLR Span: 3 - 5

MLR Content Standard: A: Disciplinary Literacy – Visual Arts
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

*Assessment

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Artist’s Purpose	1.Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.	Students will: 1a.learn about a variety of art movements and world cultures.	1a.Create a piece of artwork based on literature and/or artwork from another culture or time period Lesson Example: Klimt Quilt Self-Portraits (Book: Klimt and His Cat) 1a.Create a piece of artwork that communicates a feeling or idea
Elements of Art and Principles of Design	2.Students describe features of composition. a.Describe Elements of Art: color, form, line, shape, space, texture, and value. b.Describe Principles of Design including balance, contrast, emphasis, movement, and pattern..	Students will describe: a1.Elements of Art: color, lines, space, shape (silhouette) b1.Principles of Design: Balance (use of picture plane, symmetry, asymmetry), complex patterns, emphasis, unity movement, and proportion.	a1-b1.Use existing artwork, resources (ex. Color wheel), and student created works to demonstrate knowledge of the Elements of Art and Principles of Design listed to the left. Lesson Example: Kandinsky Color Wheels
Media, Tools, Techniques, and Processes	3.Students describe a variety of media and associated tools, techniques, and processes, for multiple art forms and	Students will: 3a.demonstrate knowledge of the use of tools and media used to create a variety of art forms. Students will explore art-based	Drawing Painting Collage Clay Printmaking

	genres.	computer applications and websites.	Weaving Mixed media including computer applications Lesson Examples: Clay Cupcakes Chihuly Sculptures
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MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Creation/Expression

Grade: Grade 4
MLR Span: 3 - 5

MLR Content Standard: B:Creation, Performance, and Expression
Students create, express, and communicate through the art discipline.

*Assessment

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Media Skills	1.Students use a variety of media, tools, techniques, and processes to create original art works.	Students will: 1a.explore drawing, painting, collage, sculpture, printmaking, and weaving, as well as computer generated media.	Landscape Seascape Still Life Portrait Sculpture Digital Images
Composition Skills	2.Students use Elements of Art and Principles of Design to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.	Students will: 2a.demonstrate knowledge of Elements and Principles of art through the exploration of a variety of art projects.	Drawing Painting Collage Clay/Sculpture Printmaking Weaving
Making Meaning	3.Students create art works that communicate ideas, feelings, and meanings demonstrate skill in the use of media, tools, techniques, and processes.	Students will: 3a.create art that conveys feeling or communicates an idea through skills learned in creating different art forms. Students will learn to write and talk about their art through reflections and critiques.	Examples: Pinwheels for Peace Project Resource: Artwork Self Evaluation
Exhibition	4. Students help with the selection and preparation of art works for display in the classroom, school, or other community location.	Students will: 4a.select artwork for display and discuss these works using appropriate art vocabulary	Art room critiques and discussions

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Aesthetics

Grade: Grade 4
MLR Span: 3 - 5

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

*Assessment

	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1.Students describe and compare art forms.</p> <p>a.Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills and processes as referenced in <u>Standard A: Disciplinary Literacy.</u></p> <p>b.Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c.Explain purposes for making art in different times and places, including cultural traditions, personal expressions, and communication of beliefs.</p>	<p>Students will:</p> <p>a1-c1.explore existing fine artworks and student created works using concepts, art elements, and design principles discussed in the art classroom.</p>	<p>a1-c1.View fine artworks using Visual Thinking Strategy method</p> <p>Resource: See, Think, Wonder Worksheet</p> <p>a1-c1. View peer artworks using a variety of critique methods.</p> <p>Example: Pair-Share</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Connections

Grade: Grade 4
MLR Span: 3 - 5

MLR Content Standard: E: Visual and Performing Arts Connections
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

*Assessment

Connections	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1. Students explain that the visual/performing arts help people understand history and/or world cultures.	Students will: 1a. explore artworks of a variety of cultures for comparison and contrasting.	1a. Create an artwork that appreciates a variety of cultures, for example, clay looms and weaving. Lesson Example: Dragon Origami
The Arts and Other Disciplines	2. Students describe characteristics shared between and among the arts and other disciplines.	Students will: 2a. make connections between their artwork and other disciplines.	Integrate art concept with science, math, literacy, etc. Lesson Example: Tessellations CSI: Lifting a Print
Goal Setting	3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.	Students will: 3a. be able to create an effective artwork in the timeframe allotted. 3b. learn to communicate their ideas and share tools.	
Impact of the Arts on Lifestyle and Career	4. Students describe the contribution of the arts on lifestyle and career choices. a. Identify the various roles of, and requirements to become, artists. b. Describe the benefit of	Students will: a1. learn about a variety of “real” artists. b1. explore when/where they	a1-b1. Discuss the lives of artists and the presence of art in our daily lives.

	<p>participation in the arts on a healthy lifestyle including the use of leisure time.</p>	<p>encounter and/or participate in the arts daily.</p>	
<p>Interpersonal Skills</p>	<p>5. Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students will:</p> <p>a5-i5. appreciate contributions of classmates.</p> <p>a5-i5. develop personal pride in their work.</p> <p>a5-i5. recognize classroom responsibilities.</p>	