

Fourth Grade

Unit 1: Fundamentals

ESSENTIAL QUESTION

How do I make artwork?

BIG IDEAS

- Students will demonstrate safe and proper use of art materials while working towards quality craftsmanship.
- Students will experiment with various materials and media to build skills while making artwork.
- Students will apply knowledge of available resources/ media through the artmaking process.

GUIDING QUESTIONS

Process/Content

- How does brainstorming encourage creative problem solving? (Cr1.1.4)
- How does setting goals either collaborative or individually help an artist create meaningful artwork? (Cr1.2.4)
- How do artists work? (Cr2.1.4)
- How do artists and designers explore and invent art-making techniques and approaches? (Cr2.1.4)
- How do artists and designers care for and maintain materials, tools, and equipment in a manner that prevents danger to oneself and others? (Cr2.2.4)

Reflective

- How does group critique impact an in-progress artwork? (Cr3.1.4)
- How does brainstorming encourage creative problem solving? (Cr1.1.4)

FOCUS STANDARDS

- Cr1.1.4 Brainstorm multiple approaches to a creative art or design problem.
- Cr1.2.4 Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- Cr2.1.4 Explore and invent art-making techniques and approaches.
- Cr2.2.4 When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- Cr3.1.4 Revise artwork in progress on the basis of insights gained through peer discussion.

Unit 2: Personal

ESSENTIAL QUESTION

BIG IDEAS

How can art represent me?

- Students will explore their identity through art.
- Students will communicate their ideas through a piece of art.
- Students will explore, develop, create, through their personal expression.

GUIDING QUESTIONS

Process/Content

- How do objects, places, and designs shape our lives and influence our art? (Cr2.3.4)
- How does appropriate care of materials, tools, and equipment promote quality craftsmanship? (Cr2.2.4)
- How is personal preference different from critique? (Re9)
- How does a student develop his/her own artistic process? (Cn10)
- What role does persistence play in revisiting, refining, and developing work? (Cr3.1.4)
- How do artists work together to set goals and create artwork that are meaningful and have purpose to the makers? (Cr1.2.4)
- What role do museums, art galleries, etc., have in providing personal experiences and connections to art? (Pr6.1.4)

Reflective

- How can a student use art vocabulary to describe the personal choices they made in their artwork? (Cr3.1.4)
- How does comparing one's own interpretation of a work of art with the interpretation of others inform artmaking?
- How do life experiences influence the way I relate to art?
- How can art represent my identity?
- What do I want others to learn about me through my art?
- How can I learn from others' input about my work?
- How do I provide and receive others with constructive feedback?
- How do I generate creative ideas?

FOCUS STANDARDS

- Cr1.2.4 Collaboratively set goals and great artwork that is meaningful and has purpose to the makers.
- Cr2.2.4 When making works of art, utilize and care for materials, tools, and equipment in a manner that

prevents danger to oneself and others.

- Cr2.3.4 Document, describe, and represent regional constructed environments.
- Cr3.1.4 Revise artwork in progress on the basis of insights gained through peer discussion.
- Re9.1.4 Apply one set of criteria to evaluate more than one work of art.
- Cn10.1.4 Create works of art that reflect community cultural traditions.
- 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.

Unit 3: Art Influences

ESSENTIAL QUESTION

BIG IDEAS

How does art record and communicate the human experience?

- Students will explore the contexts, histories, cultures and traditions of art forms as inspiration.

GUIDING QUESTIONS

Process/Content

- How can art from different cultures be used to enhance and empower the lives of young artists? (Cr2.3)
- How has the development of technology impacted the preservation and presentation of artwork? (Pr4.1.4)
- How do objects, artifacts, and artwork collected preserved, or presented either by artists, museums, or other venues, communicate meaning and provide a record of social, cultural and political experiences resulting in the cultivation of appreciating and understanding? (Pr6.1)
- How does comparing one's own response to a work of art with the response to others lead to understanding and appreciation of yourself, others, and our perception of the world around us? (Re7.1.4)
- What ways does identifying and analyzing visual imagery influence our understanding of the world? (Re7.2.4)
- How can the viewer "read" a work of art as text? (Re8.1)
- In what ways does observation help us to infer information about the time, place, and culture where/when a work of art was created? (Cn11.1.4)

Reflective

- How does the history, culture, and politics of various art influences shape ideas, beliefs, and art? (Pr6.1)
- How does knowing and using visual art vocabularies help us understand and interpret works of art? (Re8.1)
- In what ways is personal preference different from an evaluation? (Re.9.1)
- How does engaging in creating art enrich people's lives? (Cn10.1)
- How does making art attune people to their surroundings? Cn10.1)
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? (Cn10.1)
- How does art help us understand the lives of people of different times, places, and cultures? (Cn 11.1)
- How is art used to impact the views of a society? (Cn11.1)
- How does art preserve aspects of life? (Cn11.1)

FOCUS STANDARDS

- Cr2.3.4 Document, describe, and represent regional constructed environments.
Pr4.1.4 Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
- 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.
- Re7.1.4 Compare responses to a work of art before and after working in similar media.
- Re7.2.4 Analyze components in visual imagery that convey messages.
- Re8.1.4 Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- Re9.1.4 Apply one set of criteria to evaluate more than one work of art.
- Cn10.1.4 Create works of art that reflect community cultural traditions.
- Cn11.1.4 Through observation, infer information about time, place, and culture in which a work of art was created.

Unit 4: Designing for an Audience

ESSENTIAL QUESTION

How can art communicate ideas?

BIG IDEAS

- Students will collaborate while working through the creative process.
- Students will consider their audience while they create.
- Students will explore how artists communicate through art.

GUIDING QUESTIONS

Process/Content

- How are artworks cared for and by whom? (Pr4.1)
- What criteria, methods, and processes are used to select work for preservation or presentation? (Pr4.1)
- Why do people value objects, artifacts, and artwork and select them for presentation? (Pr4.1)
- How can an artist analyze the various considerations for presenting and protecting art in various locations, settings, forms, and formats? (Pr5.1.4)
- What methods and processes are considered when preparing artwork for presentation or preservation? (Pr5.1)
- How does refining artwork affect its meaning to the viewer? (Pr5.1)
- What criteria are considered when selecting work for presentation, a portfolio, or a collection? (Pr5.1)
- What is an art museum? (Pr6.1)
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? (Pr6.1)
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? (Pr6.1)

Reflective

- Why do people value objects, artifacts, and artwork, and select them for presentation? (Pr4.1)
- What type of personal experiences can art museums, art galleries, and other venues provide? (Pr.6.1.4)

FOCUS STANDARDS

- Pr4.1.4 Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
- 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 formats.
- 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.