

National:

4th Grade Scope and Sequence

TABLE OF CONTENTS

4th Grade Course Overview	2
UNIT 1: Solving Artistic Challenges	3
UNIT 2: Investigating Artistic Practices	5
UNIT 3: Refining the Design Process	7
UNIT 4: Perceiving and Making Meaning	9
UNIT 5: Interpreting Meaningful Portraits	11
UNIT 6: Presenting in Three Dimensions	13
UNIT 7: Evaluating Multiples	15
UNIT 8: Synthesizing Popular Culture and Community Traditions	17
UNIT 9: Reflecting Time and Place in Architecture	19

4th Grade Course Overview

Course Description

4th grade students will continue to explore, experiment with, and demonstrate skill over a wide variety of art media. They will be introduced to new media as well as engage with familiar media through new techniques and processes. Students will respond to and create works of art that emphasize the elements of art of line, shape, color, form, texture, and space, as well as principles of design that include repetition, pattern, balance, emphasis, and rhythm. Students will explore diverse concepts such as popular culture, perceiving and making meaning, art collections, and refining the design process. They will infer information about an artwork's time, place, and culture using visual analysis. They will evaluate artwork across a variety of criteria and interpret artwork for meaning. Students will present their artwork, explain their artistic decisions in writing and in critiques, and provide feedback to others with increased depth and intentionality.

Demonstration Time

10 hours

Student Work Time

43 hours

Elements of Art:

Line, Shape, Color, Form, Texture, Space, Value

Principles of Design:

Repetition, Pattern, Emphasis, Balance, Rhythm, Unity, Proportion























Media:

Drawing, Painting, Collage, Printmaking, Sculpture, Ceramics, Mixed Media, Photography, Fibers, Digital, Jewelry

Course Notes:

UNIT 1: Solving Artistic Challenges

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>1.1 Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Questions: 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?</p> <p>1.2 Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Essential Questions: 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?</p>	<p>Students will practice individual and collaborative 3D approaches as they imagine, plan, and make works of art. They will apply their knowledge to imagine, plan, and create three unique sculptures.</p>		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> • Sculptures 	Imagine, Make, Plan	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
	<ul style="list-style-type: none"> • Digital • Photography • Mixed Media • Sculpture 	<ul style="list-style-type: none"> • Form • Space • Balance • Texture 	
Demonstration Time	Student Work Time		
1 hour and 30 minutes	5 hours		
Focus Standards	Unit Essential Questions		
VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.	Why might artists consider more than one approach to solving an artistic problem?		
VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	How can artists work together to improve artwork?		
VA:Cr3.1.4a Revise artwork in progress based on the insights gained through peer discussion.	How can feedback help revise your artwork? How can asking for peer feedback improve an artwork?		
Anchor Resources			
VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.	🔗 Create a Concept Web		
VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	🔗 Creating Collaborative Art		

Lessons	Key Resources	Artist Connections	
 My Playhouse	 50 Natural and Recycled Materials	 Nicolas Henry	
 Fantasy Paper Animal Sculptures	 Paper Building & Folding Techniques	 Deborah Butterfield	
 Collaborative Cardboard Aquarium	 Goal Setting Self Assessment	 Michel Tuffery	
Anchor Charts		Videos	Suggested Assessments
 Basic Photography Tips	 Construction Ideas for Sculptures	 What is Photography?	 Dear Buddy Reflection
 How to Manipulate Cardboard	 Basic Sculpture Vocabulary	 What is Sculpture?	 Before and After: Self Assessment & Reflection
 Sea Life Reference		 What is Texture? (Beginner)	 Formative Feedback Rubric
		 What is Space? (Beginner)	 Evaluating Your Aquarium
Notes and Adjustments			
Reflections on Instruction			










UNIT 2: Investigating Artistic Practices

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>2.1 Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Essential Questions: 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?</p> <p>2.2 Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Essential Questions: 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?</p> <p>2.3 Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Essential Questions: 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?</p>	<p>Students will explore how artists investigate new materials, methods, and applications to create works of art and design. Students will apply their investigations by creating original artworks in the studio and en plein-air.</p>		
	Theme	Processes & Skills	Anticipatory Set
	<ul style="list-style-type: none"> Artistic practices 	Investigate	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> Drawing (markers) Painting (tempera, watercolor) Mixed Media Collage 	<ul style="list-style-type: none"> Emphasis Texture 	<ul style="list-style-type: none"> Color Value 	
Demonstration Time	Student Work Time		
1 hour and 30 minutes	7 hours		
Focus Standards	Unit Essential Questions		
VA:Cr2.1.4a Explore and invent art-making techniques and approaches.	Why are exploration and invention important to artmaking?		
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.	How can artists demonstrate proper care for materials?		
VA:Cr2.3.4a Document, describe, and represent regional constructed environments.	What is the value of recording the process of making an artwork?		

Anchor Resources			
VA:Cr2.1.4a Explore and invent art-making techniques and approaches.		Explore and Invent Techniques	
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.		Planning for Safety	
VA:Cr2.3.4a Document, describe, and represent regional constructed environments.		Creating Constructed Environments	
Lessons	Key Resources	Artist Connections	
I Am a Studio Artist	What is Collage?	Romare Bearden	
Plein-Air Marker Paintings	Painting in Plein Air	Claude Monet	
Monochromatic Prism Op Art	A Brief History of Op Art Timeline	Bridget Riley	
Anchor Charts		Videos	Suggested Assessments
Line	Collage Center	What is Collage?	Formative Feedback Rubric
Types Of Lines	How to Paint With Markers	What is Op Art?	#ArtistStatement
Tints, Tones, and Shades		What is Impressionism?	3 2 1 Self Reflection
		What is Value? (Beginner)	
Notes and Adjustments			
Reflections on Instruction			








UNIT 3: Refining the Design Process

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Essential Questions: 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?</p>		<p>Students will explore the way artists use the design process to reflect, refine, and revise works of art and design. Students will apply their understanding to create two original designs, one in three dimensions and one in two dimensions.</p>		
		Theme	Processes & Skills	Anticipatory Set
		<ul style="list-style-type: none"> The Design Process 	Reflect, Refine, Revise	Anticipatory Sets With FLEX
		Media	Elements of Art and Principles of Design	
		<ul style="list-style-type: none"> Drawing (markers) Sculpture 	<ul style="list-style-type: none"> Form 	<ul style="list-style-type: none"> Proportion
Demonstration Time	Student Work Time			
30 minutes	4 hours			
Focus Standards		Unit Essential Questions		
<p>VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.</p>		How can feedback help revise your artwork? How can asking for peer feedback improve an artwork?		
<p>VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.</p>		Why might artists consider more than one approach to solving an artistic problem?		
Anchor Resources				
<p>VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.</p>		In Progress Peer Review		
Lessons	Key Resources	Artist Connections		
Rube Goldberg Inventions	Sticky Note Critique	What is a Rube Goldberg Machine?		
Fun Furniture	Different Types of Furniture	10 Functional Designers		

Anchor Charts	Videos	Suggested Assessments
 Engineering Design Process Steps  Engineering Design Process Visual  How to Manipulate Cardboard	 Basic Drawing Vocabulary  Basic Sculpture Vocabulary  What is Drawing?  What is Sculpture?	 Compare and Contrast Critique  Artist Statement Template
Notes and Adjustments		
Reflections on Instruction		

UNIT 4: Perceiving and Making Meaning

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>7.1 Enduring Understanding: 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> <p>Essential Questions: 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?</p> <p>7.2 Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p> <p>Essential Questions: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>		<p>Students will analyze the ways an artwork acts as a reflection of the context and culture of the artist. Students will apply their learning by making meaning and also deriving meaning by analyzing visual characteristics to determine an artwork's message.</p>		
		Media Focus	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> Meaning 	Perceive, Analyze	Anticipatory Sets With FLEX
		Media	Elements of Art and Principles of Design	
		<ul style="list-style-type: none"> Fibers Mixed Media 	<ul style="list-style-type: none"> Form Pattern 	<ul style="list-style-type: none"> Shape
		Demonstration Time	Student Work Time	
		1 hour	4 hours	
Focus Standards		Unit Essential Questions		
<p>VA:Re.7.1.4a Compare responses to a work of art before and after working in similar media.</p>		How do experiences creating with media change and inform our responses to artwork created by the same or similar media?		
<p>VA:Re.7.2.4a Analyze components in visual imagery that convey messages.</p>		What kinds of messages can be inferred by closely looking at an artwork?		
<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>		How can artists demonstrate proper care for materials?		
Anchor Resources				
<p>VA:Re.7.1.4a Compare responses to a work of art before and after working in similar media.</p>		Before and After		
<p>VA:Re.7.2.4a Analyze components in visual imagery that convey messages.</p>		Conveying a Message		
Lessons	Key Resources	Artist Connections		
Paper Coil Basket Weaving	Compare and Contrast Baskets	The Hopi Nation and Weaving		
Shape Silhouette Batik	My Personal Shapes	20 Contemporary Fiber Artists		

Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none">  The Elements of Art  Form  Basic Shapes 	<ul style="list-style-type: none">  Organic vs Geometric Shapes  Shape Sorter 	<ul style="list-style-type: none">  4 3 2 1 Reflection  First, Then, Next Finally
Notes and Adjustments		
Reflections on Instruction		

UNIT 5: Interpreting Meaningful Portraits

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Essential Questions: 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 vocabularies help us understand and interpret works of art?</p>		<p>Students will explore and interpret the ways artists create meaning in their work. Students will apply their learning to create two portrait collages that demonstrate personal meaning and expression.</p>	
		Theme	Processes and Skills
		<ul style="list-style-type: none"> Portraits 	<p>Interpret</p>
		Anticipatory Set	
		<p>Anticipatory Sets With FLEX</p>	
		Media	Elements of Art and Principles of Design
		<ul style="list-style-type: none"> Collage Drawing (markers) 	<ul style="list-style-type: none"> Line Pattern
		Demonstration Time	Student Work Time
		30 minutes	4 hours
Focus Standards		Unit Essential Questions	
<p>VA:Re8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p>		<p>What visual clues can an artwork give about the artist's interests and experiences?</p>	
<p>VA:Cr2.1.4a Explore and invent art-making techniques and approaches.</p>		<p>Why are exploration and invention important to artmaking?</p>	
Anchor Resources			
<p>VA:Re8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</p>		<p>Knowing Context</p>	
Lessons	Key Resources	Artist Connections	
<p>How I Belong</p> <p>Fantasy Patterned Portraits</p>	<p>How I Belong Student Worksheet</p> <p>What is Surrealism?</p>	<p>Christian Robinson</p> <p>Salvador Dalí</p>	
Anchor Charts		Videos	Suggested Assessments
<p>Types of Pattern</p> <p>What is Mixed Media?</p>		<p>Basic Drawing Vocabulary</p> <p>Basic Collage Vocabulary</p>	<p>What is Collage?</p> <p>What is Portraiture?</p>
			<p>Exit Slip 3 2 1</p> <p>Artist Statement Template</p>

Notes and Adjustments

Reflections on Instruction










UNIT 6: Presenting in Three Dimensions

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>Essential Questions: 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?</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Enduring Understanding: 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.</p> <p>Essential Questions: 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?</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Enduring Understanding: 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.</p> <p>Essential Questions: 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?</p>	<p>Students will analyze how the preservation and presentation of artwork can vary based on the media used. Students will apply their understanding by exploring and creating their own set of polymer clay jewelry and a representation of a sculpture garden.</p>		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> • Sculpture Big and Small 	Select, Analyze, Prepare, and Present	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> • Mixed Media • Jewelry • Drawing (colored pencil) 	<ul style="list-style-type: none"> • Form • Line • Texture 	<ul style="list-style-type: none"> • Shape • Space 	
	Demonstration Time	Student Work Time	
	2 hours	6 hours	

Focus Standards		Unit Essential Questions	
VA:Pr4.1.4a Explore how past, present, and emerging technologies have impacted the preservation and presentation of artwork.		How does the digital presentation and marketing of an artwork influence the way viewers see it?	
VA:Pr5.1.4a 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.		How does the location of an artwork affect how viewers see it?	
VA:Pr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.		What is the purpose of an art museum or sculpture park?	
Anchor Resources			
VA:Pr4.1.4a Explore how past, present, and emerging technologies have impacted the preservation and presentation of artwork.		A Mona Lisa Case Study	
VA:Pr5.1.4a 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.		Presenting and Protecting Artwork	
VA:Pr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.		Understanding Venues	
Lessons	Key Resources	Artist Connections	
Polymer Set	Types of Jewelry	Necklaces Around the World	
Perspective Sculpture Gardens	Exploring Sculpture Gardens	Claes Oldenburg	
Ceramic Ocean Food Chain Mobiles	Food Chain Planning Sheet	Ceramic Artists Inspired by Nature	
Anchor Charts	Videos	Suggested Assessments	
Found Objects Materials Menu	Basic Sculpture Vocabulary	Gallery Walk Guide	
Basic Drawing Vocabulary	Boxes in One-Point Perspective	Artist Statement Checklist	
Tools for Polymer Clay Work	The 6 Stages of Clay	Sticky Note Critique	
Making Texture in Clay	What is Perspective? What is Form? What is Space? (Beginner)		
Notes and Adjustments			
Reflections on Instruction			









UNIT 7: Evaluating Multiples

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>Essential Questions: 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?</p>		<p>Students will explore the process of creating multiple works of art and the process of evaluating them with a specific set of criteria. Students will apply their understanding of creating and evaluating collections by completing a pair of 3D sculptures and a pair of artist trading cards.</p>	
		Theme	Processes and Skills
		<ul style="list-style-type: none"> • Multiples 	Evaluate Anticipatory Sets With FLEX
		Media	Elements of Art and Principles of Design
		<ul style="list-style-type: none"> • Ceramics • Painting (acrylic) • Drawing (markers) 	<ul style="list-style-type: none"> • Color • Line • Balance
		Demonstration Time	Student Work Time
		1 hour	4 hours
Focus Standards		Unit Essential Questions	
<p>VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.</p> <p>VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.</p>		<p>What can be learned by comparing, contrasting, and evaluating artwork based on one set of criteria?</p> <p>Why might artists consider more than one approach to solving an artistic problem?</p>	
Anchor Resources			
<p>VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art.</p>		Evaluating Multiple Artworks	
Lessons	Key Resources	Artist Connections	
We Go Together	Common Object Pairs	Walter Scott Lenox	
Moodscapes	Parts of a Landscape	Gilmore Scott	








Anchor Charts	Videos	Suggested Assessments
<ul style="list-style-type: none">  How to Join Clay  5 Tips for Using Air-Dry Clay  Making Texture in Clay 	<ul style="list-style-type: none">  Basic Ceramics Vocabulary  Air-Dry Clay Finishes  Emotion of Color 	<ul style="list-style-type: none">  Sticky Note Critique  Artist Statement and Tag Template  Artist Statement Checklist
<h3 data-bbox="100 358 388 383">Notes and Adjustments</h3>		
<h3 data-bbox="100 906 424 930">Reflections on Instruction</h3>		







UNIT 8: Synthesizing Popular Culture and Community Traditions

<p>NCAS Anchor Standards, Enduring Understandings, and Essential Questions</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Essential Questions: 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 art-making?</p>		<p>Description</p> <p>Students will explore how popular culture and community traditions can be reflected in artwork. Students will apply their understanding by creating three original works of art that combine popular culture and community traditions.</p> <table border="1" data-bbox="1144 406 1999 844"> <thead> <tr> <th data-bbox="1144 406 1430 456">Theme</th> <th data-bbox="1430 406 1715 456">Processes and Skills</th> <th colspan="2" data-bbox="1715 406 1999 456">Anticipatory Set</th> </tr> </thead> <tbody> <tr> <td data-bbox="1144 456 1430 570"> <ul style="list-style-type: none"> • Popular Culture • Community Traditions </td> <td data-bbox="1430 456 1715 570">Synthesize</td> <td colspan="2" data-bbox="1715 456 1999 570"> Anticipatory Sets With FLEX </td> </tr> <tr> <th colspan="2" data-bbox="1144 570 1430 620">Media</th> <th colspan="2" data-bbox="1430 570 1999 620">Elements of Art and Principles of Design</th> </tr> <tr> <td colspan="2" data-bbox="1144 620 1430 711"> <ul style="list-style-type: none"> • Printmaking • Collage </td> <td data-bbox="1430 620 1715 711"> <ul style="list-style-type: none"> • Color • Shape </td> <td data-bbox="1715 620 1999 711"> <ul style="list-style-type: none"> • Rhythm • Repetition </td> </tr> <tr> <th data-bbox="1144 711 1430 761">Demonstration Time</th> <th colspan="3" data-bbox="1430 711 1999 761">Student Work Time</th> </tr> <tr> <td data-bbox="1144 761 1430 844">1 hour and 30 minutes</td> <td colspan="3" data-bbox="1430 761 1999 844">5 hours</td> </tr> </tbody> </table>			Theme	Processes and Skills	Anticipatory Set		<ul style="list-style-type: none"> • Popular Culture • Community Traditions 	Synthesize	Anticipatory Sets With FLEX		Media		Elements of Art and Principles of Design		<ul style="list-style-type: none"> • Printmaking • Collage 		<ul style="list-style-type: none"> • Color • Shape 	<ul style="list-style-type: none"> • Rhythm • Repetition 	Demonstration Time	Student Work Time			1 hour and 30 minutes	5 hours		
Theme	Processes and Skills	Anticipatory Set																										
<ul style="list-style-type: none"> • Popular Culture • Community Traditions 	Synthesize	Anticipatory Sets With FLEX																										
Media		Elements of Art and Principles of Design																										
<ul style="list-style-type: none"> • Printmaking • Collage 		<ul style="list-style-type: none"> • Color • Shape 	<ul style="list-style-type: none"> • Rhythm • Repetition 																									
Demonstration Time	Student Work Time																											
1 hour and 30 minutes	5 hours																											
<p>Focus Standards</p> <p>VA:Cn10.1.4a Create works of art that reflect community cultural traditions.</p> <p>VA:Re.7.2.4a Analyze components in visual imagery that convey messages.</p>		<p>Unit Essential Questions</p> <p>What role does artwork play in the community? What can be learned about culture from an artwork? What role does an artist's culture play in their artwork?</p> <p>What kinds of messages can be inferred by closely looking at an artwork?</p>																										
<p>Anchor Resources</p> <p>VA:Cn10.1.4a Create works of art that reflect community cultural traditions.</p>		<p>Identifying Community Traditions</p>																										
<p>Lessons</p>	<p>Key Resources</p>	<p>Artist Connections</p>																										
<p>Keith Haring Community Mural</p>	<p>Everyday Life Pictographs</p>	<p>Keith Haring</p>																										
<p>Photomontage Collage Portraits</p>	<p>What is Photomontage?</p>	<p>Hannah Höch</p>																										
<p>Printed Pop Art Patterns</p>	<p>The Five W's of Pop Art</p>	<p>Roy Lichtenstein</p>																										

Anchor Charts	Videos	Suggested Assessments
<p> Pop Art Pattern Examples</p> <p> Basic Printmaking Vocabulary</p>	<p> What is Printmaking?</p> <p> What is Collage?</p> <p> What is Portraiture?</p>	<p> Did I? Finished Artwork Review</p> <p> Before and After: Self Assessment Checklist</p> <p> Reflection Questions Collaborative Installation</p>
Notes and Adjustments		
Reflections on Instruction		

UNIT 9: Reflecting Time and Place in Architecture

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description																									
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>Essential Questions: 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?</p>		<p>Students will consider how architecture reflects information about the context and culture in which it was created. Students will apply their understanding by creating two original artworks inspired by architecture from different times and places.</p> <table border="1" data-bbox="1146 407 1999 878"> <tr> <th data-bbox="1146 407 1430 459">Theme</th> <th data-bbox="1430 407 1717 459">Processes and Skills</th> <th colspan="2" data-bbox="1717 407 1999 459">Anticipatory Set</th> </tr> <tr> <td data-bbox="1146 459 1430 573"> <ul style="list-style-type: none"> Architecture </td> <td data-bbox="1430 459 1717 573"> Relate </td> <td colspan="2" data-bbox="1717 459 1999 573"> Anticipatory Sets With FLEX </td> </tr> <tr> <th data-bbox="1146 573 1430 625">Media</th> <th colspan="3" data-bbox="1430 573 1999 625">Elements of Art and Principles of Design</th> </tr> <tr> <td data-bbox="1146 625 1430 748"> <ul style="list-style-type: none"> Drawing (markers) Painting Printmaking </td> <td data-bbox="1430 625 1717 748"> <ul style="list-style-type: none"> Color Pattern </td> <td colspan="2" data-bbox="1717 625 1999 748"> <ul style="list-style-type: none"> Rhythm </td> </tr> <tr> <th data-bbox="1146 748 1430 800">Demonstration Time</th> <th colspan="3" data-bbox="1430 748 1999 800">Student Work Time</th> </tr> <tr> <td data-bbox="1146 800 1430 878">30 minutes</td> <td colspan="3" data-bbox="1430 800 1999 878">4 hours</td> </tr> </table>		Theme	Processes and Skills	Anticipatory Set		<ul style="list-style-type: none"> Architecture 	Relate	Anticipatory Sets With FLEX		Media	Elements of Art and Principles of Design			<ul style="list-style-type: none"> Drawing (markers) Painting Printmaking 	<ul style="list-style-type: none"> Color Pattern 	<ul style="list-style-type: none"> Rhythm 		Demonstration Time	Student Work Time			30 minutes	4 hours		
Theme	Processes and Skills	Anticipatory Set																									
<ul style="list-style-type: none"> Architecture 	Relate	Anticipatory Sets With FLEX																									
Media	Elements of Art and Principles of Design																										
<ul style="list-style-type: none"> Drawing (markers) Painting Printmaking 	<ul style="list-style-type: none"> Color Pattern 	<ul style="list-style-type: none"> Rhythm 																									
Demonstration Time	Student Work Time																										
30 minutes	4 hours																										
Focus Standards		Unit Essential Questions																									
<p>VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.</p>		<p>What information can be learned about a culture and its values by looking at its architecture?</p>																									
<p>VA:Cr2.1.4a Explore and invent art-making techniques and approaches.</p>		<p>Why is exploration and invention important to artmaking?</p>																									
Anchor Resources																											
<p>VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.</p>		<p> Time, Place, and Culture</p>																									
Lessons		Key Resources		Artist Connections																							
<p> Russian Onion Dome Architecture</p>		<p> Survey of Architectural Structures</p>		<p> 20 Architects: Past and Present</p>																							
<p> Notre Dame Rose Window Collagraph</p>		<p> History of Notre Dame</p>		<p> Gothic Architecture</p>																							

Anchor Charts	Videos	Suggested Assessments
 <u>Types of Pattern</u>  <u>How to Draw an Onion Dome</u>	 <u>Basic Drawing Vocabulary</u>  <u>Basic Printmaking Vocabulary</u>	 <u>Stoplight Exit Ticket</u>  <u>Before and After: Self Assessment & Reflection</u>
Notes and Adjustments		
Reflections on Instruction		