

Visual Art

Grade 4

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

August 23, 2022

ART 4

Course Description:

Visual Arts 4 will implement the students' knowledge base and skill levels developed in 3rd Grade Visual Arts. This course is designed to help students develop understanding of art of diverse cultures and artmaking skills, self confidence and reflection in their artmaking processes. Students will participate in a variety of in-class artmaking activities designed to develop art history knowledge and appreciation of diverse artists, gain skills with a variety of materials and techniques, and build confidence as young artists through aesthetic exposure and experience.

Course Sequence:

- UNIT # 1 - Calder and Movement**
- UNIT # 2 - Kusama Pumpkin Dots**
- UNIT # 3 - Georgia O'Keeffe Flowers**
- UNIT # 4 - Elizabeth Catlett**
- UNIT # 5 - PTA Original Artworks**
- UNIT # 6 - Peacock Painting**
- UNIT # 7 - Huichol Ojo De Dios**
- UNIT # 8 - Louise Nevelson Sculpture**

Pre-requisite: Art 3

UNIT # 1 - Calder Movement

Overview

Content Area: Art

Unit Title: Calder Movement

Grade Level(s): 4

Core Ideas:

Understand organic shapes, lines and color, and the difference between organic and geometric shapes.

Use the Elements of Art – line and color - to create art.

Learn and use the Principle of Design - Movement. Notice and create Movement with lines.

Recognize some characteristics and motivations of Calder’s artworks.

Collaborate in artmaking activities.

Learn to intentionally tear paper to make free form organic shapes.

Plan, place and collage paper as part of a composition.

Use prior knowledge of WARM and COOL Colors.

Draw parallel lines with Sharpies and white pencils with intention, to create visual movement and interest.

Make the connection between Math and Art with the concept of PARALLEL.

Making unique individual decisions in Artmaking.

Standards (Content and Technology)

CPI#:

Statement:

1.5.5.Cr2a

Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b

Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Cn11a

Communicate how art is used to inform the values, beliefs and cultures of an individual or society.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.3

Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4.5.CI.3

Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.5.ED.3

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Interdisciplinary Connection

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

1.2.5.Cr3b

Describe and apply principles such as movement, balance, contrast, and emphasis.

1.2.5.Re9a

Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

SEL - Self reflection, management, peer collaboration, respect and communication.

● **Unit Essential Question(s):**

- What is MOVEMENT in art?
- How does this artwork create MOVEMENT?
- Who did we look to for inspiration in our artmaking?
- What kind of artmaking skills did you need?
- Even though we all are using the same techniques for this artwork - what unique ideas do you want to bring to make it more personally meaningful?
- How are you supporting and inquiring with peers about the artmaking and process of the artwork?
- What are Organic shapes / Geometric shapes?
- How did you create your own organic shapes and lines in this artwork?

● **Unit Enduring Understandings:**

- Utilize and synthesize the Element of Art - Movement, this artwork creates Movement through the repetition of lines.
- Color Theory use built on prior learning.
- Investigation, collaboration and sharing of ideas with peers is essential to supportive and reflective artmaking and critical judgment.
- Calder invented the MOBILE and the STABLE hanging sculptures, his background as an engineer was vital to his artmaking.
- Experiment and practice fine motor skills through new artmaking techniques.
- Bring personal meaning and inventiveness to the artwork.

<ul style="list-style-type: none"> • What kind of picture are you making with these shapes and lines? • What does an Engineer Do? • How can we evaluate our process and final artwork? 	<ul style="list-style-type: none"> • Find inspiration and meaningful influence from Calder exemplars.
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Evidence of Learning

Formative Assessments: Visual daily check ins on activities and on task time, Question and Answer periods, Completion of artmaking activities.

Summative/Benchmark Assessment(s): Project completion, Rubric, Calder Art Self Evaluation sheet.

Alternative Assessments: One-on-one interview

Resources/Materials: Resources/Materials: Teacher created Google Slides, Various colors of construction paper, White Drawing paper 12” x 18”, Sharpie Permanent Markers, White Color Pencils, Glue.

Key Vocabulary: Geometric Shapes, Organic Shapes, Diagonal, Movement, Contour, Parallel, Overlap, Mobile.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Calder and Movement	<p>Gain introductory knowledge of Calder and his artworks.</p> <p>Understand unit goal, and overarching procedures and routines.</p> <p>Rubric review for clarity of extrinsic expectations and goals.</p> <p>Attentiveness to implement activities independently and collaboratively based on teacher demonstrations.</p> <p>Use controlled fine motor skills with paper tearing art technique.</p> <p>Accepting randomness as part of artmaking in unique black paper shape.</p> <p>Responsibility for all materials, tools and care of art space.</p>	<p>Look at CALDER Powerpoint. For concepts, introduction to artist and his artworks.</p> <p>Introduction of Key concepts - Movement, Color groups, Organic and Geometric shapes.</p> <p>Examine and clarify Rubric sheet.</p> <p>Teacher - I Do.</p> <p>Demonstrations at all artmaking steps.</p> <p>We Do - 2 students will SHARE (focus on cooperation) one piece of black paper. Tearing it diagonally, from corner to corner, creating 2 unique organic shapes.</p> <p>Glue black paper to white paper, fitting black paper to edges.</p>	1 day
Choosing color groups and tearing paper	<p>Recalling Color Theory from Grade 3, to use for decision making in paper choices.</p> <p>Specific fine motor skill w thumb and forefingers for tearing.</p> <p>Decision making about sizes and shapes of torn paper for visual interest.</p> <p>Learn that Planning in Color placement is essential.</p> <p>See organic color shapes as part of a larger whole complete composition.</p> <p>Using ‘What if’ as part of placement exploration.</p> <p>Fine motor skills for gluing.</p>	<p>Anticipatory review and recall of unit goals.</p> <p>Review Color Theory Groups - Warm, Cool, Primary, Secondary and Complementary colors.</p> <p>Students will choose 3 color papers from one of the groups.</p> <p>I Do - Demonstrate tearing again.</p> <p>‘You Do’ Tearing small, medium and large variety of organic shapes from color group papers.</p> <p>Planning and arrangement where the pieces will go, with overlapping shapes.</p> <p>Gluing all color shapes into place.</p>	1 day
Line making ripples in a pond.	<p>Listening for instructions of activities and tasks.</p> <p>Reassessing and refining work as part of the process.</p> <p>Focus on drawing intent and care to follow all shapes.</p> <p>Practice control and variations in lines.</p>	<p>Teacher demonstrations with ‘I Do’.</p> <p>Then student implementation ‘You Do’.</p> <p>Draw a Black line at an edge of the paper following the contours of all colored and black shapes to other edge of paper.</p>	2 -3 days

	Keep the concepts of Parallel, Contour and creating sidewalks in mind during drawing. Self regulation and control in drawing skills.	Lines must be close to each other and parallel. Lines are drawn around all shapes, continuing back to its original path to the edge of the paper. Continuing to draw around the color shape 'islands' until black lines fill up to the edges of the white paper. Repeat drawing process with white pencil on black paper.	
Conclude with self reflection in artmaking and writing.	Infer from previous class time activities for final tasks and conclusion. Refinement of artwork through reflection. Self assessment - Is my work complete? How else can I improve? Judgment and sharing ideas with other artists and audience through Critique and Self-Evaluation.	Review and finishing up of artmaking activities - catching up for some and assisting for others. Reflect and Write Self-Evaluation. Critique activity.	1 day
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. Scaffold with one on one time. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Assist peers to complete. 		<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support and scaffold. 			

UNIT # 2 - Kusama Pumpkins

Overview

Content Area: Art

Unit Title: Kusama Pumpkins

Grade Level(s): 4

Core Ideas:

Find inspiration from Yayoi Kusama's personal journey in art, and how she used her mental health challenges as creative sources for her sculptures and paintings.

Interpret Kusama's images and ideas in their own artmaking.

Build skill on previously learned art techniques.

Synthesize the Art Concepts - Line, Color, and Rhythm to create a visually unique artwork.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSLs)

1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.

Computer Science and Design Thinking (standard 8)

8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
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Interdisciplinary Connection

2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL / CASEL standards - Self reflection and awareness of how emotions and feelings are essential in artmaking.

Diversity / AAPI - Yayoi Kusama, Japanese woman artist. Her art directly confronts her mental and emotional illness challenges, by channeling them through color, dream images and dots into sculptures and paintings.

Unit Essential Question(s):

- How do I as an artist learn from trial and error?
- In Directed Drawing, can I gain confidence in my own drawing skills?
- Does art help me explore my feelings?
- How does color convey my feelings and emotions?
- Who is Yayoi Kusama?
- How are Dots and Pumpkins significant and meaningful to Kusama in her artworks?
- How does art help us understand the lives of different people within their cultures?
- What qualities do you think Kusama has, to have become a successful artist, able to work until 89 yrs old, even with a mental illness?
- How can I reflect and channel my challenges and feelings into my art like Kusama?

Unit Enduring Understandings:

- Make personal connections (SEL), between mental and emotional well being and artmaking, as seen in Kusama's art.
- To understand the use of organic forms such as pumpkins in artmaking beyond the traditional 'American' concept of Halloween, as seen in other cultures like Japan.
- How to make strong visual choices that reflect a student artist's SEL feelings, in the artwork.
- Visually recognize the qualities of Rhythm, Movement in an artwork.
- Kusama's perseverance to make art comes from knowing that her art helps creatively channel her wild imagination and mental illness challenges.

- Gain drawing confidence through Directly Drawing, of the step-by-step act to ‘make lines,’ into complete pumpkin images.
- Collaborate and discuss with peers about finding inspiration from Kusama in their colors, dots and pattern choice.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview

Resources/Materials: Elmo, smartboard,

Key Vocabulary:

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Kusama, art and mental health.	Introduction to Yayoi Kusama. Openness to seeing the connection between SEL, mental health and art for Kusama. Learn her symbolism for Dots, Pumpkins. Connect personal feelings, reflections to artmaking and critical processes.	GoogleSlide and Video to introduce Kusama and her ideas. Class discussion to segway into the artwork goal. Step 1 for activity - prepare paper, and choose color groups. Mark all color choices on the back of paper.	1 day
Pumpkins aren't just for Halloween.	Learn to draw a non-Halloween 'Japanese' pumpkin. Japan has long tradition of pumpkins represented in art. Use independent drawing skills to create a total of 4 pumpkins.	Teacher led directed drawing example of 1 'Japanese' Kusama style Pumpkins. Students draw other pumpkins free form creatively, using steps. (4) Follow pencil road with black marker.	1 day
Use color prior knowledge for choices.	Learn advanced marker coloring skill. Follow own color choice instructions on back of paper.	Color all pumpkins and background with care and skill.	2 days
Use the concepts of infinity and Dots.	Bring Kusama's Infinity Dots concept to the artmaking. Refine mark making with Dots on Pumpkins to create interpretation of Infinity. Dots will create visual Rhythm and Movement.	Like Kusama, students will create rows of Dots to cover pumpkins. Careful use of markers to make even rhythmic dots, which will make an undulating visual movement.	1 day
Infinity and Nets	Infinity concept is reinforced with background nets of triangles, leading the eye beyond the edge of paper. Equal drawing of shapes creates the visual infinity.	Draw Infinity nets with dark colored marker. Simple repetition of triangles to cover the background.	1 day
Refining, reflecting and sharing.	Review and refine all drawing and coloring activities to complete, such as, What can I improve? Use language and evidence of Social Emotional Learning. Reflect, think critically and use judgment, with either an Artist's statement or Critique.	Self reflects on creative artmaking efforts. Participate in Critique. Write an Artist's statement.	1 day

Teacher Notes: Create a public 'Dot Room' or 'Dot Wall' similar to Kusama.

Additional Resources:	
Differentiation/Modification Strategies	
Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, and sit with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Ask student what interested them most, and how to explore that in an artwork. 	<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check-ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, sit with supportive peers, one on one time to support. Check in for emotional well being and progress. 	

UNIT # 3- Georgia O’Keeffe Flowers

Overview

Content Area: Art

Unit Title: Georgia O’Keeffe & Kim Chong Hak Flowers

Grade Level(s): 4

Core Ideas:

Create a unique flower artwork after looking at Georgia O’Keeffe and Kim Chong Hak flowers.

OBSERVATION of Nature is an essential part of art, flowers as parts of nature.

All flowers have the same parts, petals, stamen, pistils and sepals.

Use observation as the basis for drawing, inspired by O’Keeffe’s flower paintings.

Understand and utilize Open Composition in drawing the flowers large and to the edge of the image, like Kim Chong Hak and O’Keeffe.

Identify warm and cool colors, to differentiate between flower and background.

Improve Fine Motor Skills, drawing, blending colors with oil pastels, use of paintbrush & varying brushstrokes.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.5.Cr1b

Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.

1.5.5.Cr2a

Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr3a

Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.5.5.Re8a

Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

1.5.5.Cn11a

Communicate how art is used to inform the values, beliefs and culture of an individual or society.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.4

Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.5.CI.3

Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

Computer Science and Design Thinking (standard 8)

8.2.5.ED.2

Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connection

ELA L.4.6.

Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal *precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).*

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

CASEL standards - Self awareness, in how to interpret observation of flowers into a personally meaningful artwork.

Woman Artist - Georgia O’Keeffe.

AAPI - Kim Chong Hak. Their examples give inspiration to students in creating their own flower artworks.

Unit Essential Question(s):

- What do you notice about each inspiration artist’s flower art? How are they different , similar?
- What does Observation mean? And why is it important in the process for this artwork?
- How does sketching help provide the best results in your artwork?
- Can collaborating with peers about ideas and solutions help you with your artmaking?
- Why did O’Keeffe and Kim paint flowers?

Unit Enduring Understandings:

- Find a unique visual interpretation of flora from O’Keeffe’s and Kim’s images in their own artmaking.
- Drawing skills and oil pastel techniques contribute to a visually interesting image.
- Utilize and synthesize the Element of Art and concepts of Emphasis and Movement to create a visually unique artwork.

<ul style="list-style-type: none"> ● Did they paint other subjects? ● Does the flower center need to be in the center of the paper? ● How important is Open Composition to a strong and exciting artwork? What is Open Composition? ● Do you think it is possible to combine observation of flowers, inspiration from the artists, and finding personal artistic meaning in this artwork? ● What experimentation in Oil Pastel was successful, and what was challenge? 	<ul style="list-style-type: none"> ● Use botanical flower information to create more accurate paintings. ● Synthesize the visual concepts of Open Composition and Emphasis into the drawing of the artwork, to create a dynamic composition.
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Evidence of Learning

Formative Assessments: Visual checking for step by step tasks, use of Oil Pastels, Summative 3-2-1 worksheet.

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one check ins and end interview.

<p>Resources/Materials: Elmo, smartboard, Teacher created Google Slide presentation. Print outs of Exemplar artworks. Artificial ‘realistic’ flowers. Newsprint and drawing paper. Oil Pastels, pencils.</p>	<p>Key Vocabulary: Radial, Open composition, Overlapping, Blend, Emphasis, Background, Stamen, Pistil, Sepal, Petal.</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p>Discovering O’Keeffe’s and Kim’s Flowers</p>	<p>Introduced to 2 Flower artists Georgia O’Keeffe and Kim Chong Hak. Realize that exciting flower art comes out of close observation of flowers. Connect the need of observation in both science and art, and practicing this skill. Learn about artistic concepts that are important parts of O’Keeffe’s and Kim’s art, Open Composition and drawing LARGE with less background.</p>	<p>Google Slide presentation. Discussion and questions. Explanation of art goal and steps toward goal. Students choose artwork print to use as inspiration. Students begin the sketching process - from prints of O’Keeffe artworks, from artificial flowers in classroom, to practice observation and open composition.</p>	<p>1 day</p>
<p>Sketch a flower.</p>	<p>Persevere in using observation simultaneously with imagination to create a complete sketch. Use sketch to gain confidence in artistic decisions toward goal. Continue to keep the vital concepts of Open Composition and Emphasis in mind while drawing.</p>	<p>Continue and finish the sketching, with final artwork in mind.</p>	<p>1 day</p>
<p>Oil pastel practice in small flower artwork.</p>	<p>Use prior knowledge about Color, in decisions about colors of artwork. Warm and color colors in flower or background, not mixed. Learning to use Oil Pastel at the next technique level, such as blending color will create a more realistic artwork, and cleaning pastel crayons to keep colors clean, following the shape of object with the direction that the oil pastel is drawn. Sharing practice experience as working along side with peers.</p>	<p>Practice using oil pastel by creating a flower artwork in miniature. Drawing flower. Outline with Oil Pastel. Fill and blend colors to create smooth color transition.</p>	<p>1 day</p>

Use skills in final flower artwork.	Refine the drawing process and composition decisionmaking from previous steps to implement in final artwork. Combine the ideas of inspiration artists with personal artistic interpretation, while drawing from observation. Work with Oil Pastel skills on larger scale. Use the domain specific vocabulary as sharing ideas and asking questions.	Draw final flower artwork. Start Oil Pastel coloring of final artwork. Use specific Oil Pastel skills with care. Fully engage in artmaking task.	2 days
Reflecting on artwork and process.	Self reflect and assess how to improve or when artwork is complete. Open to discussing with teacher and peers about artwork goal and personal goal and how those come together. Recall knowledge, reflect on personal learning and new questions in summative task.	Complete artmaking task. Check in with teacher about if artwork is complete and discuss. Write 3-2-1 summative worksheet.	1 day

Teacher Notes: Unit can also be implemented with PAINT.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. 	<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 	

UNIT # 4 - Elizabeth Catlett

Overview

Content Area: Art

Unit Title: Elizabeth Catlett

Grade Level(s): 4

Core Ideas:

Elizabeth Catlett, American sculptor and graphic artist best known for depictions of the 20th century Black-American experience, focused on the female experience.

Engage in the examination of an Artwork with a strong social and political message point of view.

What insights about the artwork and its subject can be gained through peer discussions?

Form questions to find out more about the artwork and artist's motivations.

Look at one Black woman artist's artwork in depth to understand purpose and motivation.

Introduction to a new artmaking medium - woodcut printing.

Investigate the Rosa Parks story more deeply, to understand black women's daily experiences in the 20th century.

Discuss the socio-economic context for the artwork.

Read the emotions and bring personal meaning in looking at the artwork.

Controversy and discomfort can be tackled and confronted in Art.

Why would a museum or individual exhibit this artwork? Analyze curating controversial artworks to exhibit.

Explore the concept of beauty in Art.

Standards (Content and Technology)

CPI#:

Statement:

1.5.5Pr4a

Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7a

Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

1.5.5.Re9a

Communicate how art is used to inform the values, beliefs and cultures of an individual or society.

1.5.5.Cn10a

Discuss using formal and conceptual vocabulary.

1.5.5.Cn11a

Communicate how art is used to inform the values, beliefs and culture of an individual or society.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.3

Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4.5.GCA.1

Analyze how culture shapes individual and community perspectives and point of view.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.5.ITH.1

Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connection

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

1.2.5.Re8a

Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - Self reflection, management, community respect and communication

Amistad - Elizabeth Catlett, black woman printmaker and sculptor. Using her art to visually memorialize and express social oppression and personal experiences.

● **Unit Essential Question(s):**

- Who was Elizabeth Catlett?
- What subjects did Catlett make most of her artworks about?
- What ideas and histories does Catlett's artwork talk about?
- What kinds of feelings does Catlett's artwork bring about?
- How can art help us talk about difficult and controversial topics?

● **Unit Enduring Understandings:**

- Analyze prints for social-racial messages from visual images and symbols, to understand what the artist is trying to share.
- Compare and contrast the experiences of different social, economic and ethnic groups.
- Use inference, personal reflection, emotional intelligence to grasp what emotions and messages the artist is trying to evoke in the viewer.

<ul style="list-style-type: none"> • What values and beliefs did Catlett communicate through her artworks? • How does engaging with art contribute to our awareness and understanding of other lives different from ours? • Why is the artwork named “ I had a reservation”? • What questions, ideas and message do you get from the artwork? • Do the lines, colors and the way the art was made effect how you feel about the artwork? • How does Catlett’s work convey her social messages? 	<ul style="list-style-type: none"> • Confront and process controversial, uncomfortable or new feelings brought about by looking at artworks. • Learn about the life of an average Black American older woman in 1947. • Learn what ‘Domestic’ means in the Black American culture, and how the titles of other works reflect social messages. • Catlett created her artwork to inform on issues and experiences of African Americans.
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Evidence of Learning

Formative Assessments: Participation, engagement in class discussions.

Summative/Benchmark Assessment(s): Reflection Worksheet

Alternative Assessments: One-on-one interview.

Resources/Materials:Resources/Materials:

Exemplar artwork images by Elizabeth Catlett, such as “I had a reservation” 1947, “Special Houses” 1946, “Separation” 1954.

Reflection worksheet ‘I see - I know - I wonder’ .

Key Vocabulary: Domestic, ‘Back of the Bus’, Labor Laws, Colored, new Emotion adjectives, Woodcut print.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p>What was Catlett’s message about being a Black woman?</p>	<p>Expand multicultural and racial mindsets through visual images. Provoke questioning and discussion around how Catlett created her artworks to bring to the fore, issues and experiences of African Americans.</p>	<p>Presentation of 2 to 3 print artworks by Elizabeth Catlett. “ I had a reservation “, “ Special Houses”, “Separation”. Class discussion using Unit Essential Questions as a guide. Small group discussion for inclusive modification strategies. Conclude with a reflection worksheet.</p>	<p>1 day</p>

Teacher Notes: Other Black artists that can be referenced - Jacob Lawrence and his Migration Series.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> • Consult student IEP, Allow for assistance with phrasing and vocabulary to articulate ideas. Use ‘come back to you later’ if needs time to gather thoughts. Consult classroom teachers for hints from their successful support. 	<ul style="list-style-type: none"> • Consult student ELL Plan. Encourage to use vocabulary that feels comfortable. Seat with supportive peers. Encourage sharing in small group time. •
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> • Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Lead discussion near screen images for a few minutes. Lead small group discussion. 	<ul style="list-style-type: none"> • Consult with I &RS as needed, individual attention, frequent check-ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none"> • Consult 504 Plan, give extra time, seat with supportive peers. Encourage sharing in small group time. 	

UNIT # 5 - PTA Original Art**Overview****Content Area: Art****Unit Title: PTA Original Art****Grade Level(s): 5****Core Ideas:**

Create artwork in collaboration with MPS Elementary PTA.

Artworks created by all students with audience / viewers in mind such as family.

Visual goal is to create a joyful image to memorialize this school year for the student and their family.

Aesthetically, goal is for big and clear with bright, cheerful colors in images to be reproduced successfully.

Learn about Folk Art of diverse cultures.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSL)****1.5.5.Cr1b**

Individually and collaboratively set goals, investigate, choose and demonstrate diverse approaches to art-making that is meaningful to the makers.

1.5.5.Pr5a

Prepare and present artwork safely and effectively.

1.5.5.Re9a

Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

1.5.5.Cn11a

Communicate how art is used to inform the values, beliefs and culture of an individual or society.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**9.2.5.CAP.5**

Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.

9.4.5.GCA.1

Analyze how culture shapes individual and community perspectives and points of view.

Computer Science and Design Thinking (standard 8)**8.2.5.ED.3**

Follow step by step directions to assemble a product or solve a problem, appropriate tools to accomplish the task.

Interdisciplinary Connection**ELA****NJLSA.SL2.**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

1.2.5.Cr1a

Generate ideas for media artwork, using a variety of tools, methods and/or materials

1.2.5.Cr1b

Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1d

Collaboratively form ideas, plans, and models to prepare for media artwork.

1.2.5.Cr1e

Model ideas and plans in an effective direction.

1.2.5.Cr1f

Brainstorm goals and plans for a media art audience.

1.2.5.Cr2a

Collaboratively form ideas, plans and models to prepare for media artwork.

1.2.5.Cr2b

Model ideas, plan in an effective direction.

1.2.5.Cr2c

Brainstorm goals and plans for a media art audience.

1.2.5.Pr6a

Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

1.2.5.Pr6b

Identify and compare experiences and benefits of presenting media artworks.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

CASEL standards - Acquire and develop relationship skills at the authentic partners and communities levels.

Diversity - Folk Art of different cultures, ex: Maria Prymenckenko - Ukraine, Quilt colorfield, Warli& Madhubani Indian, Scandinavian-Nordic, Indonesian puppets.

Amistad - Tanzanian TingaTinga, Gee's Bend Quilts.

Unit Essential Question(s):

- Why should non-school directions and deadlines be followed and implemented?
- Who is the audience for my artwork?
- Why should I care about an audience for my artwork, apart from myself?
- What is Folk Art?

Unit Enduring Understandings:

- Following and adhering to a non-school deadline and non-school instructions for artworks.
- Think of the viewer when creating the artwork.
- Use inspiration artist to push imagination, and gain personal artistic confidence.

<ul style="list-style-type: none"> • How does the “Follow the pencil line road” technique help and support a more successful artwork? • Why is a copyright image prohibited for this artwork? • What ideas from the imagination will work well for this artwork? • Why is drawing Big important for this artwork? 	<ul style="list-style-type: none"> • Gain confidence in drawing skills by using ‘basic lines’, to draw on a large scale for art printing. • Learn about Folk Art of different cultures, and what is a FOLK artist, compared to a trained artist. • Comprehend what copyrighted images are, and why they are prohibited from this project.
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Evidence of Learning

Formative Assessments: Visual check in for step by step tasks
Summative/Benchmark Assessment(s): Final project completion
Alternative Assessments: One-on-one interview

<p>Resources/Materials: Elmo, smartboard, internet for exemplar images, printouts of exemplar artist images. PTA provided paper, pencils, color pencils, color markers of various widths, sharpeners and erasers.</p>	<p>Key Vocabulary: Copyright, Viewer, Folk Art, Identify, Reproduce, Borrow, Product, Cost.</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Folk Art to inspire, for a gift.	Find inspiration from imagination or Folk artist for artwork image. Comprehend how copyrighted images are prohibited for this artwork. Gain confidence in autonomous ideas for artwork. Follow non-school instructions to ensure successful completion of project.	Introduction to concepts, PTA guidelines, requirements and goal of project. Introduction to Inspirational artist for creativity ideas and energy. Guidelines for drawing and coloring skills. Write precise identification. Teacher demonstration of skills needed. Start art making activities.	1 day
The PTA deadline	Persevere in using imagination to create a complete and aesthetically strong artwork. Utilize “Follow the Pencil Line Road” for pencil and marker mark making. Keep their audience in mind while creating artwork. Implement drawing and coloring with care and best decision making for a successful artwork. Keep outside deadlines to stay on task.	Students continue to implement the project, with self motivated image or using inspiration folk art. Completion required by PTA deadline.	1 day

Teacher Notes: Exemplar / Inspiration artists change from year to year. Focus on Folk-art.

Additional Resources: PTA members for additional information about project as needed.

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> • Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. 	<ul style="list-style-type: none"> • Consult student ELL Plan, use visual guides, demonstrate art making, seat with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> • Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. 	<ul style="list-style-type: none"> • Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none"> • Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 	

UNIT # 6 - Peacock Painting

Overview

Content Area: Art

Unit Title: Peacock Painting

Grade Level(s): 4

Core Ideas:

Create a painting of the Peacock.

Learn and utilize the Element of Art - Color, and Principle of Design - Balance / Symmetry.

Integrate knowledge of peacock biology into artwork.

Learn about the historical importance of the Peacock in Indian culture.

Connect to the Matriarchal traditions of Madhubani Indian Folk artists, and contemporary artists, Iris Scott and Annanda Chowdhury.

Use Color Theory - Complementary Colors / Peacock Color family (Blue & yellow) as part of a complete composition.

Use tempera paints, and methods successfully.

Plan, place and glue all separate components to create a complete composition.

Standards (Content and Technology)

CPI#:	Statement:
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and cultures of an individual or society.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and point of view.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
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Interdisciplinary Connection

6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - Self reflection, management, community respect and communication

Diversity & Women -Madhubani Art of India, artworks created by women that depict traditional themes including indigenous animals such as the Peacock, for festivals and celebrations.

● Unit Essential Question(s):

- What painting artmaking skills did you learn ?
- What are some ideas and terms learned and used in this unit?
- What tradition of painting does the Peacock painting come out of? Why is it important to the culture?
- How does a Matriarchal society pass down or keep a tradition?
- What identifies the Madhubani painting tradition?
- Even though we all are using the same techniques for this artwork - what unique ideas do you want to bring to make it more personally meaningful?
- How are you supporting and inquiring with peers about the artmaking and process of the artwork?

● Unit Enduring Understandings:

- Historical significance of the Peacock in Indian culture, importance in the religions of India.
- Contemporary artists continue Indian tradition of animals and birds that have relevance to their art.
- The Madhubani paintings were created by women on walls and floors of homes during religious festivals, ceremonies or special occasions.
- Science Peacock facts - train, tail coverlets, eyelets, Peahen, Peacock, in Pheasant family.
- Fine motor skills are built on prior learning, for mixing colors and detail painting to accomplish a successful and visually interesting artwork.
- Responsible paint set up and clean up are essential in an art space.

Evidence of Learning

Formative Assessments: Visual check ins for task on time, Thumbs up, Completion of artmaking activities.

Summative/Benchmark Assessment(s): Project completion & Rubric

Alternative Assessments: One-on-one interview.

Resources/Materials: Teacher created Google Slides and component templates for artwork, tempera paints, various sizes of paint brushes, trays, sponges, water cups, manila paper, Oaktag white paper 12” x 18”, white printer paper, scissors, white liquid glue, craft brushes, newspaper, printouts of Madhubani exemplars, Construction paper for mounting.

Key Vocabulary: Madhubani painting, Matriarchal, Contemporary, Tradition, India, Hindu, Complementary Colors, Eyelets, Coverlets, Quill, Train, Peacock, Peahen, Courtship, Traffic Circle.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
The National bird of India, the peacock.	Gain knowledge about India, Madhubani painting traditions and the significance of the Peacock in Indian Culture, and for Contemporary female artists. Understand Goal and overarching procedures and routines. To create a Peacock Painting inspired by Indian tradition.	GoogleSlide presentation. Questions and answers throughout the presentation for clarification.	1 day
Painting ‘traffic circle’, and painting the Peacock components.	Review and recall previous week information. Learn set up and clean up routines for organized usage of art space to be creative in. Background concept as foundation for subject focus of artwork - Peacock. Painting and fine motor skills worked on and built through experience and experimentation. Individual creativity brought in.	I Do - demonstrating all procedures and activities. Classroom painting routine with Drying Rack “Traffic Circle”. Set up and clean up as a class. We Do - Guiding through an initial set of activities. You do - Independently working on activities. <ul style="list-style-type: none"> - Paint Background - Paint all Peacock components, such Eyelets, coverlets, body. 	4 days
Assembly of the painted components to create a Peacock.	Assembly of all components - how to create a composite artwork from parts. Fine motor skills of cutting and gluing with accuracy and craftsmanship. Task reflection for possible improvement.	I Do - Demonstration and guidance for assemblage activity. We Do - Independent activity. Construct Peacock Artwork into a whole. Add construction paper embellishment details if time is short for painting details.	1 day
Personal best artmaking, and preparing the Peacock for exhibition.	Inference from previous class times, information for final tasks and conclusion. Refinement of artwork through reflection. An artwork concludes with a presentation for oneself or for an audience. Preparation for exhibition of artwork. Judgment and sharing ideas with other artists and audience through Critique and Artist Statement.	Finishing up artmaking activities - catching up for some and assisting for others. Artworks are mounted on Construction paper. Artist Statement activity. Critique activity.	1 day

Teacher Notes: Collaboration with Colleague Art Teacher - Elba Rovelli

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media. Assist and scaffold one on one, and support with tools. Consult classroom teacher for hints from their successful support. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level, such as blending paint with deeper details or intricate cutting. Assisting peers. 	<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check ins during class time with positive reinforcement. Seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support and scaffold. Frequent check ins with positive reinforcement. 	

UNIT # 7 - Huichol Ojo De Dios

Overview

Content Area: Art

Unit Title: Huichol Ojo De Dios

Grade Level(s): 4

Core Ideas:

Create an artwork using fiber arts, yarn and wooden supports.

Become familiar with fiber manipulation, in making knots and weaving.

Learn and utilize the elements of art - color, texture; and the principles of design - balance, movement and pattern.

Learn about the Huichol culture of Mexico through their traditional folk art - Indigenous / Native American culture.

Students will make a connection between nature, culture and the artwork through symbolism of color.

Exhibit the "Installation" of artworks in a public space, as a collaborative class project.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.5.Cr1b

Individually and collaboratively set goals, investigate, choose and demonstrate diverse approaches to art-making that is meaningful to the makers.

1.5.5.Pr5a

Prepare and present artwork safely and effectively.

1.5.5.Pr6a

Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

1.5.5.Re9a

Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

1.5.5.Cn10a

Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

1.5.5.Cn11a

Communicate how art is used to inform the values, beliefs and culture of an individual or society.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.3

Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.GCA.1

Computer Science and Design Thinking (standard 8)

8.2.5.ED.3

Follow step by step directions to assemble a product or solve a problem, appropriate tools to accomplish the task.

Interdisciplinary Connection

ELA L.4.6.

Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal *precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).*

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

CASEL standards - Self management, Peer Collaboration

Diversity - Huichol Indigenous Culture of Western Mexico. The Ojo De Dios is a celebratory artifact created by the Huichol.

Unit Essential Question(s):

- How are colors in a Ojo de Dios important in the Huichol culture?
- Why is the Ojo de Dios important to the Huichol people, what does this artifact represent to their culture?
- How can Art and culture reflect and affect each other? How can Art be a reflection of societal values and beliefs?
- How are your artmaking decisions based on your personal, cultural, and historical points of view?
- Explain how the construction and design is Radial?

Unit Enduring Understandings:

- Experimenting and manipulating with new materials - fiber fine motor skills of knots, weaving, tassel techniques artworks, to create 3 dimensional artwork.
- Using weaving to create a personally meaningful artwork.
- Using the Element of Art - COLOR, colors as symbols and bring emotions in an artwork.
- Recognize the Principle of Design, Symmetry, in the Radial Balance of the Ojo De Dios.
- Understanding the concept and connection of Symbolism and Nature through the Ojo De Dios colors and forms.

- Gain knowledge of the Mexican culture and geography of the Huichol.
- Build specific weaving vocabulary.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks, Question & Answer time, Thumbs up.

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview through process.

Resources/Materials: Teacher created GoogleSlide. Elmo, smartboard, Dowels - long sturdy sticks of some kind, Hot glue, Yarn – varieties in texture and color, Cardboard, Scissors, Pencils, Paperclip for hanging artwork, Permanent Markers, Wire or string for hanging as public installation. White paper / single hole puncher (to make name tags to attach to artworks), Large container to store the artworks

Key Vocabulary: Fibers, Textiles, Huichol, Sierra Madre Mountains, Central America, Yarn, Knots, Taut, Indigenous, Traditional, Contemporary, Artesania - art crafts in Spanish, Handicrafts, Installation, Spiritual, Weaving, Radial.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Huichol and the Ojo de Dios.	Learn about the Huichol culture of Mexico through their traditional folk art - Indigenous / Native American culture, and how the Ojo de Dios is essential in festivals and celebrations. Make the connection between color and symbolism.	Google Slide of Huichol, traditions and history, and contemporary artworks exemplars. Overview of activity steps, including weaving techniques , knots and color symbolism,	1 day
Learn and practice yarn knots and weaving.	Give attention to demonstration for new detailed fine motor skills - weaving and knots. Persevere through mistakes and missteps to achieve weaving steps. Use vocabulary to formulate questions. Make personal connection and symbolism in colors, to make significant color choices. Weaving and knots are utilized in every culture around the world, by men and women.	Teacher demonstration and guide along-side at all steps. Knots and weaving techniques. Begin activity implementation - creating a Practice Ojo De Dios artform.	1 day
Practice the knot skills.	Give attention to demonstration for detailed fine motor skills - weaving and knots. Persevere through mistakes and missteps to achieve weaving steps. Share, collaborate and support with peers through tasks.	Create and finish a practice Ojo De Dios.	1 - 2 days
Weaving the final Ojo de Dios.	Use skills repeatedly to refine and implement weaving. Use knots to change colors as weaving progresses.	Create final larger Ojo De Dios with Tassels.	2 days
Exhibiting the Ojo De Dios artworks.	Learn that in many situations, an artwork is not complete publicly exhibited. Learn the curatorial criteria for exhibiting their work in a public space. Reflect on artwork process and meaning.	Write an artist's statement. Assist with exhibiting artworks in public space.	1 day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies	
Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, different material to weave, tools and support. Consult classroom teacher for hints from their successful support. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, and sit with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Create a large scale Ojo de Dios with multiple tassels. 	<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check-ins during class time, seat with supportive peers. Frequent check in.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. Frequent check ins for progress and emotional well being. 	

UNIT # 8 - Louise Nevelson Sculpture

Overview

Content Area: Art

Unit Title: Louise Nevelson

Grade Level(s): 4

Core Ideas:

To create a 3 dimensional form by upcycling found objects.
 Use critical thinking in the object assembling artmaking process.
 Bring openmindedness, inventiveness and play to the creative process.
 Imagine the sculpture as a monochromatic 'In-the-round' form.
 Find inspiration and energy from the sculpture exemplars of Louise Nevelson, in the creative process.
 Use social emotion learning to constructively communicate, collaborate and support the artistic process of peers.
 Keep safety and effective construction in mind when using new tools and materials.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Re7a	Speculate about artistic processes, interpret, and compare works of art and other responses.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process

Computer Science and Design Thinking (standard 8)

8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, appropriate tools to accomplish the task.
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Interdisciplinary Connection

Science 3-5-ETS1-2	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self reflection in the creative and critical process, Peer support, communication and collaboration.
 Diversity - Ukrainian-American Jewish woman sculptor, Louise Nevelson, pioneer of modernist monumental public sculpture.

Unit Essential Question(s):

- Describe the qualities of monochromatic and monumental in Nevelson's artworks?
- What is Feminism?
- How is experimentation and curiosity important in creating a 3 dimensional artwork?
- How did Nevelson create contrast and shadows in her artwork?
- What kind of objects did Nevelson use?
- How can artists and art help us think about the environment?
- What kind of risks did Nevelson take to try becoming a successful artist?
- What kinds of moods and emotions do you feel from seeing Nevelson's monumental artworks?

Unit Enduring Understandings:

- Allow for experimentation and manipulation with a variety of found object materials into an art form.
- Use Play as process and purposeful messiness, value 'Figuring it out'. Experimentation in 3 dimensional artmaking.
- Use Questioning and Revising as part of the Additive sculpture process.
- Evaluate and critique the strengths and weaknesses of their own Artwork and process. Reflect and explain their and decision making in the project.
- Integrate some of the visual language and ideas of Louise Nevelson into their own Artworks.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks, Question & Answer time.			
Summative/Benchmark Assessment(s): Final project completion			
Alternative Assessments: One-on-one interview to discuss process and inspiration.			
Resources/Materials: Plastic bags, Glue guns, Gluesticks, Various of found objects, Variety of Cardboard boxes, Stapler, Acrylic paint or Spray paint (as permitted), tarps, gloves, masks, aprons, variety of brushes, water containers, trays.		Key Vocabulary: Assemblage, Sculpture, Form, Monumental, Monochromatic, Cubism, Construct, Found Objects, Upcycle, Recycle, Dumpster Dive, Abstract, Feminist, Contrast, Shadows.	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Nevelson and monumental sculpture.	Getting to know the large personality of Nevelson that created the monumental sculptures. Learn the ideas that were important to her in her art, such as Feminism. Discarded objects, junk can be turned in art. Plan and think about what objects to gather and bring to school for sculpture.	Introduction with Google Slides presentation or Video. Anticipatory instructions - for gathering of objects to use in assemblage.	1 day
Planning the sculpture.	Organize and share objects to assemble, Keeping Nevelson's ideas of assembly to create something new in mind. Openness to experimentation, missteps and success through trial and error.	Gathering and discerning of objects to be assembled into form.	1 day
Artmaking is physical experimenting.	Imagine how large the sculpture will become, and what the possibilities might be. Openness to experimentation, missteps and success through trial and error. Learn how to adhesives, such as glue guns.	Assemblage activity. Use of boxes to place and arrange objects in.	2- 3 days
Make it monochromatic.	Attention to specific technical demonstration for successful task completion. Focus of this activity is to make the form Monochromatic. Responsible set-up and clean-up are required tasks in artmaking processes. Working collaboratively and supportively is essential for successful painting and completion of artwork.	Set-up and clean-up procedures for large scale paint process. Work in outdoor area. Paint or Spray paint (if permitted) to cover entire form.	1 day
Critiquing and exhibiting the monumental works.	Learn that in many situations, an artwork is not complete publicly exhibited, as with Nevelson's sculptures. Learn the curatorial criteria for exhibiting their work in a public space. Reflect on artwork process and meaning. Use respectful language when expressing ideas about the work of others with evidence.	Write an artist's statement. Critique. Fully participate with exhibiting artworks in public space.	1 day
Teacher Notes: Announcements in advance to gather recycled objects in readiness for assemblage activities.			

Additional Resources:	
Differentiation/Modification Strategies	
Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. Work on a smaller scale. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Create with 'In-the-round' in mind beyond requirements. 	<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time and frequent check ins to support. Activity accomplishment to student's ability. 	