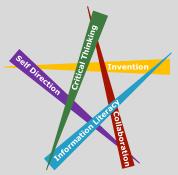
#### Curriculum Development Course at a Glance Planning For 4<sup>th</sup> Grade Visual Arts

Content Area	Visual Arts Grade Level 4 <sup>th</sup> Grade			
Course Name/Course Code				
Standard	Grade Level Expectations (GLE)			GLE Code
Observe and Learn to     Comprehend	, 1 3			VA09-GR.4-S.1-GLE.1
	2. Works of art articulate and express different points of view			VA09-GR.4-S.1-GLE.2
	3. Artists, viewers and patrons respond to works of art using inference and empathy			VA09-GR.4-S.1-GLE.3
2. Envision and Critique to	1. The critique process informs judgments about artistic and aesthetic merits in works of art			VA09-GR.4-S.2-GLE.1
Reflect	2. The processes and philosophies of art and design inform interpretations in works of art			VA09-GR.4-S.2-GLE.1
3. Invent and Discover to	Use media to express and communicate ideas about an issue of personal interest		VA09-GR.4-S.3-GLE.1	
Create	2. Materials and processes can be used in traditional, unique, and inventive ways			VA09-GR.4-S.3-GLE.2
4. Relate and Connect to	1. Viewers and patrons make personal meaning and infer artistic intent		VA09-GR.4-S.4-GLE.1	
Transfer	2. Historical time periods and cultural settings are interpreted in works of art			VA09-GR.4-S.4-GLE.2

#### Colorado 21st Century Skills



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently* 

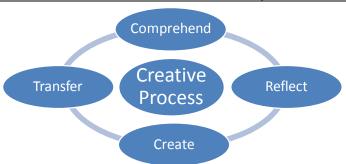
**Information Literacy:** Untangling the Web

Collaboration: Working Together, Learning

Together

**Self-Direction:** Own Your Learning

**Invention:** Creating Solutions



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Reflecting Culture through Art	Instructor Choice	Instructor Choice
Listen to What I Have to Say!	Instructor Choice	Instructor Choice

# Curriculum Development Overview Unit Planning for 4<sup>th</sup> Grade Visual Arts

Unit Title	Reflecting Culture through Art		Length of Unit	Instructor Choice
Focusing Lens(es)	Identity	Standards and Grade Level Expectations Addressed in this Unit  VA09-GR.4-S.1-GLE.1, VA09-GR.4-S.1-GLE.2, VA09-GR.4-S.1-GLE.3  VA09-GR.4-S.2-GLE.2  VA09-GR.4-S.3-GLE.1, VA09-GR.4-S.3-GLE.2  VA09-GR.4-S.4-GLE.1, VA09-GR.4-S.4-GLE.2		3-GLE.2
Inquiry Questions (Engaging- Debatable):	<ul> <li>Why do various cultures experience art differently? (VA09-GR.4-S.1-GLE.1,2,3) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.3-GLE.1) and (VA09</li></ul>			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Composition (i.e. pattern, symmetry, organic shapes), Expressive Features And Characteristics (ie. motif), Artistic Expression, Theme, Artist Materials, Cultural and Historical Traditions			

Generalizations  My students will Understand that	Guiding Questions Factual Conceptual	
Culture and historical traditions inform themes found in works of art. (VA09-GR.4-S.1-GLE.1,2,3) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.3-GLE.1) and (VA09-GR.4-S.4-GLE.1,2)	What are cultural or historical traditions of a specific culture? What works of art exemplify culture or historical themes?	Why are cultural styles and motifs (repetitive patterns) dependent on where an artist lives?  Do artists influence other artists? Explain.
The availability of materials, tools and technology can determine perceived value in cultural works of art. (VA09-GR.4-S.1-GLE.3-EO.a) and (VA09-GR.4-S.2-GLE.2-EO.b,c) and (VA09-GR.4-S.3-GLE.1,.2) and (VA09-GR.4-S.4-GLE.1,2)	What are some examples of historical or cultural works of art that are considered valuable? What type of materials might an artist use in creating a painting? Sculpture? Installation? What kinds of craft traditions are present in our culture?	How can art tools and materials change over time? How does the availability of art materials affect the value of an art form? How do artists make choices about the tools and materials they might use for a work of art? Why do cultures appreciate craft differently?
Changing cultural traditions often gives rise to new forms of artistic expression. (VA09-GR.4-S.1- GLE.1,2,3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2)	How has technology changed the way we make art?	Why does art change from one artistic period to another?

### Curriculum Development Overview Unit Planning for 4<sup>th</sup> Grade Visual Arts

Critical Content: My students will Know	Key Skills: My students will be able to (Do)
<ul> <li>Examples of how artists are recognized for their contributions to cultural traditions (i.e. Latin: Rivera, Aida, African: Angela Asberry, Folk Art: Oaxaca artists) (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2-EO.c,d) and (VA09-GR.4-S.3-GLE.2) and( VA09-GR.4-S.4-GLE.1,2)</li> <li>Examples of how a culture can affect another culture's artistic development (i.e. Folk Art) (VA09-GR.4-S.1- GLE.1,2,3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2)</li> <li>Ways that expressive features &amp; characteristics of art (i.e. pattern, symmetry, organic shapes) are employed with cultural intent (VA09-GR.4-S.1- GLE.1,2,.3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2)</li> <li>The available materials, tools and technology artists use to create works of art (VA09-GR.4-S.1-GLE.1,2)</li> <li>Ways that expressive features &amp; characteristics as well as materials and tools can define creative outcome. (VA09-GR.4-S.1-GLE.1,2,3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.2-GLE.1,2)</li> </ul>	<ul> <li>Use expressive features and characteristics to describe and create culturally informed art. (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.3-GLE.2) and (VA09-GR.4-S.4-GLE.1,2)</li> <li>Create art using materials and techniques necessary to convey an intended meaning/purpose. (VA09-GR.4-S.1- GLE.1,2,3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2-EO.c,d) and (VA09-GR.4-S.3-GLE.2) and (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2-EO.c,d) and (VA09-GR.4-S.3-GLE.2) and (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2-EO.c,d) and (VA09-GR.4-S.3-GLE.2) and (VA09-GR.4-S.1-GLE.1,2)</li> <li>Describe how the intended meaning and purpose for a work of art is dependent on culture. (VA09-GR.4-S.1-GLE.1,2,3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2)</li> </ul>

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

A student in \_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through art works that are built from traditions, available tools and resources, and changing needs through time.

Academic Vocabulary:

Tradition, culture, embellishment, theme, compare and contrast

Expressive features and characteristics of art, organic shape, motif, symmetry

# Curriculum Development Overview Unit Planning for 4<sup>th</sup> Grade Visual Arts

Unit Title	Listen to What I Have to Say!		Length of Unit	Instructor Choice
Focusing Lens(es)	Beliefs and Influence	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.4-S.1-GLE.1, VA09-GR.4-S.1 VA09-GR.4-S.1-GLE.2 VA09-GR.4-S.3-GLE.1, VA09-GR.4-S.3 VA09-GR.4-S.4-GLE.1, VA09-GR.4-S.4	3-GLE.2
Inquiry Questions (Engaging- Debatable):	<ul> <li>Why would an artist create an artwork that would make people angry? Sad? Excited? (VA09-GR.4-S.1-GLE.1,3) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1-EO.c)</li> <li>Why should art make people aware of issues happening in the world? Why are artists passionate about making art?</li> <li>Can a work of art change how you think about something important to you? Explain.</li> </ul>			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Expressive Features & Characteristics of Art, Emotive Quality, Persuasion, Unconventional, Artist Intent, Cultural and Historical Traditions			

Generalizations  My students will Understand that	Guiding ( Factual	uestions Conceptual	
Artists use expressive features and characteristics of art to communicate personal, artistic intent in a way that has universal appeal. (VA09-GR.4-S.1-GLE.1,3) and (VA09-GR.4-S.4-GLE.1-EO.c)	What characteristics and features of art are effective in capturing the attention of the viewer?	Why are some works of art more controversial than others? Can an artist create of work of art that is too personal?	
Knowledge of culture and historical traditions informs the creation of artwork to engage, and sometime persuade, the viewer to think differently. (VA09-GR.4-S.1-GLE.2) and (VA09-GR.4-S.3-GLE.1) and (VA09-GR.4-S.4-GLE.2-EO.a,b,c.)	What artists use or have used social concerns/issues as subject matter for their art work? Why would art created in one culture not be appreciated or understood in another culture?	Why are some works of art banned?	
Works of art can evoke strong emotive qualities by using materials in unconventional and inventive ways. (VA09-GR.4-S.1-GLE.2,3) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.3-GLE.2-EO.a,c) and (VA09-GR.4-S.4-GLE.1-EO.b,c.)	What artists have worked with non-traditional materials or used traditional materials in unconventional ways?	Can anything be used as an art material? Explain.	

## Curriculum Development Overview Unit Planning for 4<sup>th</sup> Grade Visual Arts

Critical Content: My students will Know	Key Skills: My students will be able to (Do)	
<ul> <li>Examples of artists such as Sergio Hernandez, Steve Shepard, Sordaida Martinez, Macia Yerman, Joseph Beuys who create art whose subject matter has deep personal meaning. (VA09-GR.4-S.1-GLE.1.2,3) and (VA09-GR.4-S.4-GLE.1,2)</li> <li>Ways that media (such as colored pencil, graphite, markers, pastels, paint, photographs, found object) can be combined in unconventional and unique approaches in making two-and three-dimensional art. (VA09-GR.4-S.1-GLE.2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1-EO.c)</li> <li>Examples of reasons that artists create artworks; including to persuade and share their views about an idea with an audience (VA09-GR.4-S.1-GLE.2-EO.a) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.4-GLE.1,2)</li> <li>The circumstances in which relief prints are effective in (i.e. Honoré Daumier) sharing ideas (VA09-GR.4-S.1-GLE.2) and (VA09-GR.4-S.3-GLE.1) and (VA09-GR.4-S.4-GLE.1,2)</li> <li>Examples of preliminary plans and exercises that contribute to finished works of art (VA09-GR.4-S.1-GLE.2-EO.a,b.)</li> </ul>	<ul> <li>Create works of art that have personal meaning and that the artist cares deeply about (VA09-GR.4-S.1-GLE.1.2,3) and (VA09-GR.4-S.4-GLE.1)</li> <li>Use visual expressive features and characteristics to describe and create two-dimensional works of art using mixed media materials (VA09-GR.4-S.1-GLE.1,2,3) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1-EO.c)</li> <li>Identify key artists employing persuasion and concern about an idea/issue as subject matter in their work (VA09-GR.4-S.1-GLE.2) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.4-GLE.2-EO.a,b,c.)</li> <li>Create relief prints about a social issue (i.e. bullying, playing fairly, recycling) materials (VA09-GR.4-S.1-GLE.1,2,3) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1-EO.c)</li> <li>Compare and contrast relevant art styles about social and personal concerns across time and cultures (VA09-GR.4-S.1-GLE.2,3) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.4-GLE.1,2)</li> <li>Describe how the intended meaning and purpose for a work of art is reflected in its structure (VA09-GR.4-S.1-GLE.2,3) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.4-GLE.1-EO.a,b,c)</li> </ul>	

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

A student in \_\_\_\_\_\_ can demonstrate the \_\_\_\_\_\_ Through the selection of artistic features artists express personal intent and emotion in their artwork.

A student in can demonstrate the ability to apply and comprehend critical language through the following statement(s):		Through the selection of artistic features artists express personal intent and emotion in their artwork.	
Academic Vocabulary:	Emotive quality, persuasion, unconventional, cultural historical tradition, sketch, found object		
Technical Vocabulary:	Expressive features and charact	ssive features and characteristics of art, mixed media, artistic intent, relief print	