

Title**Fourth Grade Art**

Type

Individual

Document

Map

Authors

Christine LaPosta, Thomas Kuplin, Jane Frances Speronza, Marie Pessolano

Subject

Visual and Performing Arts

Course

Art Grade 4

Grade(s)

04

Location

Franklin , Jefferson , Kennedy , Nixon

Curriculum Writing History

Notes

Attachments

Title : Fourth Grade Art
Type : Individual

	September				October				November				December				January				February				March				April				May				June			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
September/Week 1 - June/Week 40																																								
Crafts and Textiles																																								
September/Week 1 - June/Week 40																																								
Graphics																																								
September/Week 1 - June/Week 40																																								
Painting																																								
September/Week 1 - June/Week 40																																								
Printmaking																																								
September/Week 1 - June/Week 40																																								
Sculpture																																								

Duration: September/Week 1 - June/Week 40

UNIT NAME: Crafts and Textiles

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be able to explore the Elements and Principles of Art and Design as the foundation of all design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by themes.</p> <p>Critique: Students will learn that they can use their "measuring tool" (elements of art and principles of design rubric) to compare art and artists.</p>	<p>How culture-bound are views about what is art?</p> <p>What makes the style or theme of art important to know?</p> <p>How does art connect with what is going on in current events?</p> <p>How does the style or genre of a piece of art connect to the historical events during the time it was created?</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 3-dimensional, bisque, clay, pot, kiln, greenware, firing, scoring, slip, glaze, bone dry, slab, papier mache, adhesion, mask-making, metal, metal-tooling, foil, etching, emboss, wire, weaving, bead, threading, weft, warp, wrap, clock-wise</p>	<p>SWBAT create a project using crafts and textiles.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey] 1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey] 1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey] 1.3.5.D.1-Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. (03-05)[State:New Jersey] 1.3.5.D.2-Identify common and distinctive characteristics of artworks</p>
--	--	--	--	--	--

					<p>from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 1.3.5.D.4-Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. (03-05) [State:New Jersey] 1.4.5-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.4.5.1-Works of art may</p>
--	--	--	--	--	---

					<p>be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). (03-05) [State:New Jersey] 1.4.5.2-Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. (03-05) [State:New Jersey] 1.4.5.A.3-Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). (03-05) [State:New Jersey] 1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey] 1.4.5.B.2-Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. (03-05) [State:New Jersey] 1.4.5.5-Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for</p>
--	--	--	--	--	--

Title : Fourth Grade Art
Type : Individual

					the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?). (03-05) [State:New Jersey]
--	--	--	--	--	---

Plans:
U Crafts and Textiles - 4th Grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Graphics

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be able to explore the Elements and Principles of Art and Design as the foundation of all design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by themes.</p> <p>Critique: Students will learn that they can use their "measuring tool" (elements of art and principles of design rubric) to compare art and artists.</p> <p>Art History: Students will learn that people throughout history have grouped art by common elements (<i>genres</i>.)</p>	<p>How culture-bound are views about what is art?</p> <p>What makes the style or theme of art important to know?</p> <p>How does art connect with what is going on in current events?</p> <p>How does the style or genre of a piece of art connect to the historical events during the time it was created?</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, Graphic Art</p>	<p>SWBAT create a project using graphic art.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey] 1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey] 1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey] 1.3.5.D.1-Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. (03-05)[State:New Jersey] 1.3.5.D.2-Identify common and distinctive characteristics of artworks</p>
--	--	--	--	--	--

					<p>from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 1.3.5.D.4-Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. (03-05) [State:New Jersey] 1.4.5-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.4.5.1-Works of art may</p>
--	--	--	--	--	---

					<p>be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). (03-05) [State:New Jersey] 1.4.5.2-Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. (03-05) [State:New Jersey] 1.4.5.A.3-Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). (03-05) [State:New Jersey] 1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey] 1.4.5.B.2-Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. (03-05) [State:New Jersey] 1.4.5.5-Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for</p>
--	--	--	--	--	--

Title : Fourth Grade Art
Type : Individual

					the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?). (03-05) [State:New Jersey]
--	--	--	--	--	---

Plans:
U Graphics - 4th grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Painting

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be able to explore the Elements and Principles of Art and Design as the foundation of all design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by themes.</p> <p>Critique: Students will learn that they can use their "measuring tool" (elements of art and principles of design rubric) to compare art and artists.</p> <p>Art History: Students will learn that people throughout history have grouped art by common elements (<i>genres</i>.)</p>	<p>How culture-bound are views about what is art?</p> <p>What makes the style or theme of art important to know?</p> <p>How does art connect with what is going on in current events?</p> <p>How does the style or genre of a piece of art connect to the historical events during the time it was created?</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity,</p>	<p>SWBAT create a project using paint.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey] 1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey] 1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey] 1.3.5.D.1-Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. (03-05)[State:New Jersey] 1.3.5.D.2-Identify common and distinctive characteristics of artworks</p>
--	--	--	--	--	--

					<p>from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 1.3.5.D.4-Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. (03-05) [State:New Jersey] 1.4.5-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.4.5.1-Works of art may</p>
--	--	--	--	--	---

					<p>be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). (03-05) [State:New Jersey] 1.4.5.2-Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. (03-05) [State:New Jersey] 1.4.5.A.3-Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). (03-05) [State:New Jersey] 1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey] 1.4.5.B.2-Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. (03-05) [State:New Jersey] 1.4.5.5-Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for</p>
--	--	--	--	--	--

Title : Fourth Grade Art
Type : Individual

					the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?). (03-05) [State:New Jersey]
--	--	--	--	--	---

Plans:
U Painting- 4th grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Printmaking

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be able to explore the Elements and Principles of Art and Design as the foundation of all design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by themes.</p> <p>Critique: Students will learn that they can use their "measuring tool" (elements of art and principles of design rubric) to compare art and artists.</p> <p>Art History: Students will learn that people throughout history have grouped art by common elements (<i>genres</i>.)</p>	<p>How culture-bound are views about what is art?</p> <p>What makes the style or theme of art important to know?</p> <p>How does art connect with what is going on in current events?</p> <p>How does the style or genre of a piece of art connect to the historical events during the time it was created?</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 2-dimensional, printmaking, ink, brayer, block print, print, linoleum print, monoprint, engraving, etching, printing press, silkscreen</p>	<p>SWBAT create a project using printmaking.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts and Culture: All students will understand the role, development, and influence of the arts</p>

					<p>throughout history and across cultures. (03-05) [State:New Jersey] 1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey] 1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey] 1.3.5.D.1-Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. (03-05)[State:New Jersey] 1.3.5.D.2-Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g.,</p>
--	--	--	--	--	--

					<p>cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 1.3.5.D.4-Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. (03-05) [State:New Jersey] 1.4.5-Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.4.5.1-Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages,</p>
--	--	--	--	--	--

					<p>themes). (03-05) [State:New Jersey] 1.4.5.2-Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. (03-05) [State:New Jersey] 1.4.5.A.3-Demonstrate how art communicates ideas about personal and social values and is inspired by an individual s imagination and frame of reference (e.g., personal, social, political, historical context). (03-05) [State:New Jersey] 1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey] 1.4.5.B.2-Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. (03-05) [State:New Jersey] 1.4.5.5-Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose</p>
--	--	--	--	--	--

Title : Fourth Grade Art
Type : Individual

					does the artwork serve? Who is the intended audience?). (03-05) [State:New Jersey]
--	--	--	--	--	---

Plans:
U Printmaking - 4th grade

Title : Fourth Grade Art
Type : Individual

Duration: September/Week 1 - June/Week 40

UNIT NAME: Sculpture

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be able to explore the Elements and Principles of Art and Design as the foundation of all design.</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by themes.</p> <p>Critique: Students will learn that they can use their "measuring tool" (elements of art and principles of design rubric) to compare art and artists.</p> <p>Art History: Students will learn that people throughout history have grouped art by common elements (<i>genres</i>.)</p>	<p>How can art medium selection affect the outcome of an artwork? (Do all art mediums produce the same effects in a piece of art?)</p> <p>*Translation: How does what we make art with change the way it looks?</p> <p>What tools do I need to find my way through this project, and why do I need them?</p> <p>Symbols convey meaning in all cultures; why is it important to know the meaning of symbols in cultures other than our own?</p> <p>We must develop a tool to measure art. How can we use our tool to compare and contrast art and artists?</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 3-dimensional, bisque, clay, pot, kiln, greenware, firing, scoring, slip, glaze, bone dry, slab, papier mache, adhesion, mask-making, metal, metal-tooling, foil, etching, emboss, wire</p>	<p>SWBAT create a 3-dimensional form.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey] 1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey] 1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey] 1.3.5.D.1-Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. (03-05)[State:New Jersey] 1.3.5.2-Contextual clues to culturally specific thematic content,</p>
--	--	--	--	--	--

					<p>symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. (03-05) [State:New Jersey] 1.3.5.D.2-Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 1.3.5.D.4-Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. (03-05) [State:New Jersey] 1.4.5-Aesthetic Responses & Critique Methodologies: All</p>
--	--	--	--	--	--

					<p>students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.4.5.1-Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). (03-05) [State:New Jersey]</p> <p>1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey]</p> <p>1.4.5.2-Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. (03-05) [State:New Jersey]</p> <p>1.4.5.A.2-Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. (03-05)[State:New Jersey]</p> <p>1.4.5.3-Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the</p>
--	--	--	--	--	---

					<p>foundation for making value judgments about the arts. (03-05)[State:New Jersey]</p> <p>1.4.5.A.3-Demonstrate how art communicates ideas about personal and social values and is inspired by an individual s imagination and frame of reference (e.g., personal, social, political, historical context). (03-05) [State:New Jersey]</p> <p>1.4.5.5-Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?). (03-05) [State:New Jersey]</p> <p>1.4.5.B.5-Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p>
--	--	--	--	--	--

Plans:
U Sculpture - 4th Grade

Title : Fourth Grade Art

Type : Individual