

**Quinton Township School District
Art Grade 4
Pacing Chart/Curriculum MAP**

Marking Period:	1	Unit Title:	How artists work in the studio.	Pacing:	10 weeks
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Unit Summary: Studio center procedures review, Studio Habits of Mind, how artists get ideas.

Objectives

Week 1 SWBAT demonstrate drawing, painting and collage center procedures. Create a sketchbook for ideas.

Week 2 SWBAT create a drawing or collage on a completed sketchbook

Week 3 SWBAT demonstrate dry media techniques; color pencils, markers, oil pastel, graphite pencil

Week 4 SWBAT identify and practice 1 of the 4 drawing strategies: observation, imagination, memory, making marks and experimenting

Week 5 SWBAT demonstrate procedures and process for 4 different painting mediums

Week 6 SWBAT demonstrate collage techniques, tearing, overlapping, close cropping

Week 7 SWBAT use mixed media techniques to create a collage with mixed media

Week 8 SWBAT demonstrate cardboard center procedures and cardboard attachment techniques

Week 9 SWBAT identify bas relief sculpture and experiment with cardboard bas relief

Week 10.SWBAT demonstrate and create using oil pastel blending, scraffitto, layering, or scrumbling techniques

Essential Questions: What are some tools and processes artists use? How do artists use technology to create art?

<p>close cropping and overlapping</p> <p>Week 7 Students combine a variety of art materials to create a mixed media artwork</p> <p>Week 8 Students practice cardboard attachment techniques and participate in a “attachment challenge” activity</p> <p>Week 9 Students review and demonstrate cardboard bas relief techniques.</p> <p>Week 10 Students demonstrate oil pastel techniques and create abstract art using 2 or more techniques</p>	<p>Teacher demonstration</p>	<p>papers, magazines</p> <p>cardboard, scissors, glue, tape, brass fasteners</p> <p>oil pastels</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: completed sketchbook completed project of choice</p> <p>Suggested skills to be assessed: <i>cutting, tearing, proper use of tools, following procedures</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>assessments.</p> <ul style="list-style-type: none">● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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Quinton Township School District
Art Grade 4
Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	2 and 3 dimensional sculpture	Pacing:	10 weeks
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Unit Summary: 3 dimensional paper techniques, pops ups, origami printmaking processes

Objectives

Week 1 SWBAT identify origami as a cultural artform and will demonstrate how to use the origami center.

Week 2 SWBAT practice origami models using the digital art choice board for reference

Week 3 SWBAT engineer paper by creating a pop up

Week 4 SWBAT create a card for holiday of choice using pop ups and collage

Week 5 SWBAT combine paper engineering stamping and collage to create a holiday card of choice

Week 6 SWBAT identify foreground, middleground, and background. Analyze Bruegel's Hunters in the Snow for content and perspective use.

Week 7 SWBAT Demonstrate beginning perspective techniques in a winter themed art work

Week 8 SWBAT demonstrate painting, drawing and atmospheric perspective in a winter themed art work

Week 9 SWBAT Refine revise and reflect on artwork of choice. Write 1 sentence reflection

Week 10 SWBAT present artwork of choice in an informal art room gallery walk

Essential Questions: How can paper be made 3 dimensional? What is atmospheric perspective? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.5.Cr1 1.5.5.Cr2 1.5.5.Cr3 1.5.5.Pr5 1.5.5.Re7 1.5.5.Re8 **8.1**

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1. Students watch short film on the history and culture of origami. Practice folding techniques. Review vocabulary associated with folding</p> <p>Week 2. Students use the origami choice board to fold origami of choice</p> <p>Week 3 Students practice simple paper popups</p> <p>Week 4 Students create a holiday card of choice using pop up technique</p> <p>Week 5 Students use a variety of art supplies including stamps to create a finished pop up holiday card</p> <p>Week 6 Students watch a video on medieval artist Pieter Bruegel and analyze atmospheric perspective.</p> <p>Week 7 Students work on planning a winter landscape using atmospheric perspective: foreground middleground and background</p>	<p>Video on history of origami, teacher demonstration, teacher made diagrams</p> <p>Video on making pop ups. Teacher demonstration</p> <p>Khan Academy video “Hunters in the Snow” by Bruegel</p> <p>Teacher demonstration</p>	<p>youtube video origami paper</p> <p>paper, scissors, glue stick</p> <p>assorted papers, color pencils, stamps</p> <p>Paper, pencils, paint, markers, oil pastels,</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

<p>Week 8 Students use art supplies of choice to create a winter themed picture that shows atmospheric perspective.</p> <p>Week 9 Students refine, revise and reflect in their sketchbooks on artwork of choice.</p> <p>Week 10 Students present an artwork of choice in an informal art room gallery walk.</p>	<p>Teacher provided reflection questions</p>	<p>sketchbook, previously made art work to be revised.</p>	
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: completed origami completed perspective art Suggested skills to be assessed: <i>folding, craftsmanship, planning and appropriate use of art supplies</i></p>

Differentiation

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<p>to listen to oral recorded reading.</p> <ul style="list-style-type: none">● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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**Quinton Township School District
Art Grade 4
Pacing Chart/Curriculum MAP**

Marking Period:	3	Unit Title:	Fiber art printmaking	Pacing:	10 weeks
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Unit Summary: overview of sewing and weaving, block printing with layering, oil pastel transfers

Objectives

- Week 1** SWBAT demonstrate safe and effective use of all tools in the fiber art center.
- Week 2** SWBAT create a paper pattern for soft sculpture or pillow
- Week 3** SWBAT demonstrate how to sew fabric together using whipstitch to create project of choice
- Week 4.** SWBAT discuss, analyze and interpret how and why artist use fibers to create artwork
- Week 5** SWBAT demonstrate weaving techniques on a variety of looms
- Week 6** SWBAT demonstrate design principle “value” in a oil pastel transfer
- Week 7** SWBAT create styrofoam etching for styrofoam block printing
- Week 8** SWBAT print an etched image using printmaking tools
- Week 9** SWBAT demonstrate layering to create a layered block print
- Week 10** SWBAT Create a limited edition of a layered block print

Essential Questions: How can art be functional? What is a block print and how is it used in fabric design? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.5.Cr2 1.5.5.Re7 1.5.5.Re8 1.5.5.Re9 8.1

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1. Students review procedures for using the fiber art center. Beginning planning a sewing project</p> <p>Week 2. Students create a paper template for soft sculpture or pillow shape.</p> <p>Week 3. Students demonstrate how to sew a whipstitch and work on soft sculpture or other fiber art.</p> <p>Week 4. Group analyzation and interpretation of the fiber work Tar Beach by author/ illustrator Faith Reingold</p> <p>Week 5 Presentation of alternative looms: cups, straws, paper plates, fingers</p> <p>Week 6 Students practice oil pastel pastel transfer and demonstrate art element "Value"</p>	<p>Teacher made signage</p> <p>Video on how to sew a whipstitch</p> <p>Video on Faith Reingold</p> <p>Teacher demonstration</p> <p>Teacher Demonstration.</p>	<p>Felt, needles, thread, buttons, scissors, paper, fabric markers</p> <p>Plastic cups, straws, plates yarn</p> <p>Oil pastels, paper</p>	<ul style="list-style-type: none">● Smart Board Applications● Google Applications

<p>Week 7 Students plan and create a styrofoam stamp.</p> <p>Week 8 Students create single color prints using styrofoam and block printing ink</p> <p>Week 9 Students cut styrofoam and print pieces over initial print to create layering</p> <p>Week 10 Students work to create a small edition of block printed images and mat for display</p>	<p>Video and teacher demonstration</p>	<p>paper, block printing ink brayers scissors</p> <p>Black matt construction paper, staples</p>	
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
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**Quinton Township School District
Art Grade 4
Pacing Chart/Curriculum MAP**

Marking Period:	4	Unit Title:	Building and Engineering	Pacing:	10 weeks
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Unit Summary: Create a poster for competition. Engineering a variety of structures and models. Reflect and present artwork.

Objectives

Week 1 SWBAT work in groups to brainstorm ideas for the annual poster contest

Week 2 SWBAT demonstrate studio habit Envision to draw a rough draft for a poster on a yearly theme

Week 3. SWBAT demonstrate studio habit Engage and Persist and drawing materials of choice to create a poster with a yearly theme.

Week 4 SWBAT work collaboratively to create structures engineering challenges using keva planks

Week 5 SWBAT create a 3 dimensional model from a 2 dimensional diagram using keva planks

Week 6 SWBAT create a 3 dimensional model from a drawing using modeling or air dry clay

Week 7 SWBAT work collaboratively to build a structure using art straws and connectors

Week 8 SWBAT work individually To 3 dimensional models from building straws and connectors

Week 9 SWBAT Reflect on a art work of choice and create a 2 sentence artists statement in their sketchbooks

Week 10 SWBAT Present artwork of choice in a in class gallery walk.

Essential Questions: What makes an effective poster? What do engineers and architects do? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.5.Cr1 1.5.5.Cr2 1.5.5.Cr3 1.5.5.Pr5 **8.1**

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1 Students brainstorm ideas for annual poster contest and start rough draft</p> <p>Week 2 Students complete work on a rough draft of the poster for PSEG. Begin final poster</p> <p>Week 3 Students work on final draft of PSE&G poster</p> <p>Week 4 Students work in small groups to build a structure based on a prompt using keva planks</p> <p>Week 5 Students work individually to solve keva building challenges</p> <p>Week 6 Students create a 3 D model from clay using a original drawing as a starting point</p>	<p>Fact sheet from PSEG containing topic for the poster</p> <p>Keva plank website Printed challenge cards</p> <p>Teacher demonstration</p>	<p>Paper pencils</p> <p>Keva planks</p> <p>modeling clay</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

<p>Week 7 Students participate in a building challenge using art straws and connectors to create a collaborative structure</p> <p>Week 8 Students work individually to create a 3 D model or structure of choice</p> <p>Week 9 Students choose one of their art works and write a reflection in their sketchbooks</p> <p>Week 10 Students mat a selected art work and present in a classroom gallery walk</p>	<p>Teacher created prompt questions on reflection</p>	<p>art straws pipe cleaners</p> <p>Sketchbook</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Completed poster written reflection Suggested skills to be assessed: <i>problem solving ,collaboration</i></p>

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