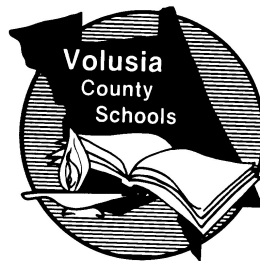




# Volusia County Schools ART Curriculum Map

## **ART – INTERMEDIATE 2: GRADE 4**

**(5001050)**



**The School Board of Volusia County**

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Contributors: Elementary Art Teachers – Phase 1: Marla Basli, Kathy Biferie, Amy Fernandez, Samantha Hughes, Janice Knestrick, Leslie Sutton-Schmitz

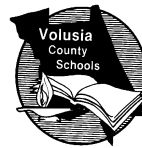
Phase 2 – NGSSS Visual Art: Janice Knestrick, Catie Tappan, Richard West

Phase 3 – NGSSS Visual Art & Common Core: Cheryl Gentry-Thomas, Nancy Hatch, Angel Sessoms, Janet Stone,

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Phase 4 – Nancy Hatch, Barbara Wells, Richard West, Margaret Williams

Update – June 2015

**Vision Statement**

*Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.*

# ***ART – INTERMEDIATE 2: GRADE 4 (5005050)***

## **VERSION DESCRIPTION**

Grade four\* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.

## **GENERAL NOTES**

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

\* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

### **Examples:**

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

***Special Note:*** This course incorporates hands-on activities and consumption of art materials.

### ***English Language Development ELD Standards Special Notes Section:***

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

- Respect is shown for the artwork of peers and copyrighted works of others.

- Students have opportunities to build 21<sup>st</sup> –century skills to aid them in middle and high school and well beyond..

- *All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings.*

- ***Big Ideas*** are the major organizing points for arts education in Florida and provide a broad overview of what students should know and be able to do. They include descriptive material to help focus sequential instruction throughout K-12. Big Ideas are not designed for measurement purposes
- ***The Enduring Understandings (EUs)*** are subsets of the Big Ideas, providing a more focused view of arts education and targeted understandings for Florida's students to begin building during the primary grades, where foundations are laid, through to students' arts experiences in high school and beyond. Like the Big Ideas, they are not designed for assessment purposes; rather they're expressed in general terms that will allow arts teachers at the classroom level to identify or design Essential Questions for planning purposes.
- ***Benchmarks/standards*** drive instruction in Florida's classrooms and, therefore, have been made specific and measurable. Organized under each Big Idea and Enduring Understanding, the benchmarks/standards explicitly describe what students should know and be able to do in Visual Art. These benchmarks/ standards address other topics of learning such as literacy, math, civic engagement, problem-solving, creativity, innovation, cross-cultural understandings, 21<sup>st</sup>-century skills, and the importance of concepts involving learning and the brain such as cognition, sequencing, filtering, and delayed gratification.

***The Florida Standards are incorporated into every Volusia County Art course.***

## HOW TO INTERPRET THE CURRICULUM MAP

### Grade 4 Visual Art Curriculum Map

- Top of Map: course and grade level in larger font

**VISUAL ART – 5001050**  
**Art – Intermediate 2: Grade 4**

**4**

**Q1f**

Q1f = formative portion of quarter  
 Q1s = summative portion of quarter

- **1<sup>st</sup> Quarter, Recommended Topic, Art Standard (learning target/skills) and Standard # are all in white font on dark background for easier finding as noted by:**

**1<sup>ST</sup> QUARTER**  
**INNOVATE ART:**  
**Develop a range of interests...**  
**VA.4.C.1.1**

#### MAP:

- Standards and assessed content to be addressed per quarter have white background, and are in either in yellow highlight or under yellow filled columns.
- Resources and recommended or suggested content is located in columns with grey backgrounds.

#### Under Recommended Topics::

- Unit 1-6 (art content) are divide among the 4 quarters for recommended lessons/activities and artists.
- Integrated connections are listed per quarter for when language arts, math, science, and social studies are taught grade level.

### Florida Standards Required by Florida DOE for this Course

**Course Number: 5001050 Art – Intermediate 2, GRADE 4**

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.

LAFS.4.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

MAFS.4.G.1.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

#### Mathematical practices

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

#### Rubrics at end of interim and marking period:

- Rubric (“*Special Area Grading*”) per 9-week grading period
- FAEA Rubric for completed 2D and 3D art work (and *Preface*)
- General Visual Art Rubric (and *Preface*)

#### Resources in Preface of each Curriculum Map:

Artists, Text resources for Structural Elements & Organizational Principles, 21<sup>st</sup> Century Skills

Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			<b>General Visual Arts Rubric</b>
	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

**FOCUS of the Elementary Visual Art Program is to:**

- Introduce art and artists **Dale Chihuly** and **Georgia O'Keeffe**
  - Free Clip Art & Public Domain Images
  - <http://www.incredibleart.org/links/clipart.html>
- Improve skills and increase knowledge of art techniques
- Activate prior knowledge
- Use literature, main idea, and details
- Integrate with themes and other subjects to make connections
- Expand research capabilities for art history & culture
- Collaborate
- Grow imagination, creativity, and innovation
- Acquire aesthetic perception and awareness through art criticism, analysis, assessment, and presentation.
- Learn about exhibiting quality works,
- Explore art and art-related careers.



For Grade 4, the SRA Art Connections text and ancillary materials support the *focus* with references throughout this curriculum map.

The following pages provide a quick reference for locating art content in the Grade 4 art text.



## RESOURCES: GRADE 4 - STRUCTURAL ELEMENTS OF ART

<p>Pg 34-35 (Unit Plan Guide), 35B (define) Pg. 36-39 (Types of Lines), 39B (define) pg. 40-43 (Gesture), pg. 43B (define) pg 44-47 (Observation), Pg. 47B (define) pg. 48-51 (Contour Lines), Pg. 51B (define), pg. 52-55 (Flowing Lines), Pg. 55B (define) pg. 56-59 (Shading Techniques).</p> <p><b>FOCUS:</b> Activate prior knowledge, literature, thematic connections, art history &amp; culture, compare/contrast, purpose, point of view, questioning, summarizing, fact/opinion.</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> Pg. 38, 42, 46, 50, 54, 58.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> 39, 43, 47, 51, 55, 59.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> 35B, 39B, 43B, 47B, 51B, 55B</p> <p><b>ASSESSMENT:</b> 39A, 43A, 47A, 51A, 55A, 58A, Unit Pg. 62.</p> <p><b>ARTISTS:</b> Natalya Goncharova pg. 34-35, Jaune Quick to See Smith pg. 36, Wassily Kandinsky pg. 37, Audrey Flack pg. 40, Paolo Veronese pg. 41, Benny Andrews pg. 48, Henri Matisse pg. 49, Gumei pg. 52, Katsushike Hokusai pg. 53, James Mc Neill Whistler pg. 56, Giorgio Morandi pg. 57, Emily Carr pg. 60.</p>	<p><b>SHAPE:</b> Pg. 64-65 (Unit Plan Guide), pg. 65B (define) pg. 66-69 (Geometric Shapes), 69B (define) pg. 70-73 (Free-Form Shapes).</p> <p><b>FOCUS:</b> Activate prior knowledge, literature, thematic connections, purpose, compare/contrast, art history &amp; culture,</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 68, 72.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> Pg. 69, 73.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg. 65B, 69B</p> <p><b>ASSESSMENT:</b> Pg. 69A, 73A, Unit Pg. 92.</p> <p><b>ARTISTS:</b> Stuart Davis pg. 64, John Biggins pg. 66, 90, Joaquin Torres-Garcia pg. 67, Minnie Evans pg. 70, Elizabeth Murray pg. 71,</p>	<p><b>VALUE:</b> Pg. 94-95 (Unit Plan Guide), Pg. 111, 112-115 (Tints &amp; Shades), pg. 115B, 116-119 (Color Moods)</p> <p><b>FOCUS:</b> Activate Prior Knowledge, literature, thematic connections, art history &amp; culture, cause &amp; effect, drawing conclusions,</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> Pg. 114, 118.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> Pg. 115, 119.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg. 111B, 115 B.</p> <p><b>ASSESSMENT:</b> Pg. 115A, 119A, Unit p. 122.</p> <p><b>ARTISTS:</b> Wayne Thiebaud p. 112, Clara Peeters pg. 113.</p>
<p>Pg. 154-155 (Unit Plan). 155B, 156-159 (Foreground, Middle ground, background). 159B, 160-163 (Perspective Techniques).</p> <p><b>FOCUS:</b> Activate prior knowledge, thematic connections, literature, classifications, art history &amp; culture.</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 158, 162, 166.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> pg. 159, 163, 167.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> pg. 155B, 159B, 163B.</p> <p><b>ASSESSMENT:</b> Pg. 159A, 163A, 167A.</p> <p><b>ARTISTS:</b> Camille Pissarro pg. 156, Berthe Morisot pg. 157, Grant Wood pg. 160, Antonio Ruiz pg. 161, Michael Naranjo pg. 164-165.</p>	<p><b>FORM:</b> Pg. 124-125 (Unit Plan Guide), 125B, 126-129 (Forms), 129B 130-133 (Additive Sculpture), 133B, 134-137 (Subtractive Sculpture).</p> <p><b>FOCUS:</b> Activate prior knowledge, thematic connections, literature, art history &amp; culture.</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> Pg. 128, 132, 136.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> pg. 129, 133, 137.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg 125B, 129 B, 133B.</p> <p><b>ASSESSMENT:</b> Pg. 129A, 133A, 137A, Unit pg. 152.</p> <p><b>ARTISTS:</b> Michelangelo pg. 124, Henry Moore pg. 126, Jacques Lipchitz pg. 127, Artist Unknown pg. 130, Teodora Blanco pg. 131, Artist Unknown pg. 134, Artist Unknown pg. 135.</p>	<p><b>COLOR:</b> Pg. 94-95 (Unit Plan Guide) 95B, 96-99 (The Color Wheel), 99B, 100-103 (Neutral Colors), 103B, 104-107 (complementary Colors), 107B, 108-111 (Low-Intensity Colors).</p> <p><b>FOCUS:</b> Activate prior knowledge, literature, thematic connections, history &amp; culture, main ideas &amp; details, fact &amp; opinion, compare/contrast.</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> Pg. 88, 102, 106 110.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> Pg. 99, 103, 107, 111.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg. 95B, 99B, 103 B, 107B.</p> <p><b>ASSESSMENT:</b> P. 99A, 103A, 107A, 111A, Unit P.122.</p> <p><b>ARTISTS:</b> Miriam Shapiro pg. 94, David Hockney pg. 96, Stuart Davis pg. 97, Milton Avery pg 100, Z. Vanessa Heloler pg. 101, Artist Unknown pg. 104, Artist unknown 105, Artist Unknown 108, Paul Klee 109, Wayne Thiebaud pg. 112, Clara Peeters pg. 113, Georgia O'Keeffe pg. 116, Malcham Zeldis pg. 1117, Paul Gauguin pg. 120.</p>
<p><b>TEXTURE:</b> P. 124-125 (Unit Plan Guide). 137B 138-141 (Visual Texture), 141B 142-145 (Tactile Texture).</p> <p><b>FOCUS:</b> Activate prior knowledge, thematic connections, literature, cooperation &amp; completion, compare/contrast, fact &amp; opinion, art history &amp; culture,</p> <p><b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> Pg. 140, 144.</p> <p><b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> Pg. 141, 145.</p> <p><b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg. 137B, 141B.</p> <p><b>ASSESSMENT:</b> Pg. 141A, 145A, Unit pg. 152.</p> <p><b>ARTISTS:</b> Romare Bearden 138, Lee Krasner. 139, Sandy Skoglund 142, Chryssa 143.</p>	<p style="text-align: center;">Space left blank intentionally</p>	<p style="text-align: center;">Space left blank intentionally</p>



## RESOURCES: GRADE 4 - ORGANIZATIONAL PRINCIPLES OF DESIGN

<p><b>PATTERN:</b> Pg. 64-65 (Unit Plan Guide), 173 B, 74-77 (Pattern)</p> <p><b>FOCUS:</b> Activate prior knowledge, literature, thematic connection, art history &amp; culture, <b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> Pg. 76 <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> Pg. 77 <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg. 73B <b>ASSESSMENT:</b> 77A <b>ARTISTS:</b> Caroyrn Mazloomi pg. 74, Eliot Elisofon pg. 75</p>	<p><b>RHYTHM:</b> 77B, 78-81 (Visual Rhythm), 81B, 82-85 (Rhythm &amp; Movement), 85B, 86-89 (Flowing Rhythm).</p> <p><b>FOCUS:</b> Activate prior knowledge, literature, thematic connection, art history &amp; culture, summarizing, fact &amp; opinion, making inferences. <b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 80, 84, 88. <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> pg. 81, 85, 89. <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> pg. 77B, 81B, 85B. <b>ASSESSMENT:</b> pg. 81A, 85A, 89A. <b>ARTISTS:</b> Chief Black Hawk pg. 78, Joan Miró pg. 79, Patssi Valdez pg. 82, Richard Pousette-Dart, 83, Allan Houser pg. 86, Katsuskika Hokusai pg. 87.</p>	<p><b>BALANCE:</b> Pg. 184-185 (Unit Plan Guide), P. 185B 186-189 (Formal Balance), 189B, 190-193 (Informal Balance), pg. 193B, 194-197 (Radio Balance).</p> <p><b>FOCUS:</b> Prior knowledge, literature, thematic connections, summarizing, compare &amp; contrast, imbalance, art history &amp; culture. <b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg 188, 192, 196. <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> Pg. 189, 193, 197. <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg. 185B, 189B, 193B. <b>ASSESSMENT:</b> Pg. 189A, 193A, 197A, Unit pg. 212. <b>ARTISTS:</b> Judith Leyster pg. 184, Artist Unknown pg. 186, Charles Edenshaw pg. 187, Joshua Johnson pg 190, John Singer Sargent pg. 191, John Scholl pg. 194, William Johnson pg. 195.</p>
<p><b>PROPORTION:</b> Pg. 154-155 (Unit Plan Guide), Pg. 167B, 168-171 (Face Proportion), Pg. 171B, 172-175 (Distortion).</p> <p><b>FOCUS:</b> Activate prior knowledge, literature, thematic connections, mood, predicting outcomes, art history &amp; culture. <b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> Pg. 170, 174, 178. <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> Pg. 171, 175, 179. <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg. 167B, 171B, 175B. <b>ASSESSMENT:</b> P. 171A, 175A, 179A, Unit Plan 182. <b>ARTISTS:</b> Auguste Renoir. 168, Robert Henri 169, Andrea del Verrocchio 172, Duane Hanson 173, Salvador Dali. 176, Marc Chagall pg. 177, Jacob Lawrence 180</p>	<p><b>EMPHASIS:</b> Pg. 124-125 (Unit Plan Guide), 145B, 146-149 (Emphasis), Pg. 184-185 (Unit Plan Guide), pg. 201B, pg. 202-205 (Variety and Emphasis).</p> <p><b>FOCUS:</b> Activate prior knowledge, literature, thematic connections, art history &amp; culture, <b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> Pg. 148, 204. <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> Pg. 149, 204. <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg. 145 B, 201 B. <b>ASSESSMENT:</b> P. 149A, Unit P. 152, 205A, Unit pg. 212. <b>ARTISTS:</b> Rembrandt van Rijn 146, Peter Paul Rubens 147</p>	<p><b>HARMONY:</b> Pg. 184-185 (Unit Plan Guide), 197B, 198-201 (Harmony).</p> <p><b>FOCUS:</b> Activate Prior Knowledge, literature, art history &amp; culture, summarizing, compare/contrast, thematic connections. <b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 200. <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> pg. 201. <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg. 197B <b>ASSESSMENT:</b> Pg. 201A, Unit P. 212. <b>ARTISTS:</b> Vladimir Baranoff-Rossine 198, Barbara Hepworth 199</p>
	<p><b>VARIETY:</b> pg. 201B, pg. 202-205 (Variety and Emphasis).</p> <p><b>FOCUS:</b> Activate prior knowledge, literature, thematic connections, details, art history &amp; culture. <b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 204 <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> pg. 205 <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> 201B. <b>ASSESSMENT:</b> 205A. <b>ARTISTS:</b> Georgia O'Keeffe. 202, Martin Johnson Heade. 203</p>	<p><b>UNITY:</b> Pg. 184-185 (Unit Plan Guide), P. 205B, 206-209 (Unity).</p> <p><b>FOCUS:</b> Prior knowledge, literature, thematic connections, art history &amp; culture, <b>DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL):</b> pg. 208. <b>ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology):</b> Pg. 209 <b>ARTS INTEGRATED (Theatre, Music, Movement &amp; Dance):</b> Pg. 205B <b>ASSESSMENT:</b> 209A, Unit Pg. 212 <b>ARTISTS:</b> Mary A. Jackson 206, Artist unknown (Apache Basket) 207</p>

## ADDITIONAL RESOURCES Found in Teacher Text: SRA Art Connections - Grade 4

<p><b>CAREERS</b> Advertiser, p. 62 Architect, p.148 In Architecture, p. 92, 182 Jewelry Making, p. 88 Photographer, p. 148 <b>Getting Started/Basics/1<sup>st</sup> Day</b>, xvi <b>What is Art?</b> 12-25</p> <ul style="list-style-type: none"> <li>• Painting, Drawing, Sculpture, Architecture, Printmaking, Photography, pottery, Mask 12-13</li> <li>• Subject, composition, content 14-16</li> <li>• Still Life, Landscape 16-17</li> <li>• Genre, Nonobjective 18-19</li> <li>• Portrait, Story 20-21</li> <li>• Structural Elements, Organizational Principles 22-23</li> <li>• About Art – Art History/Culture 24-25</li> <li>• About Art – Aesthetic Perception 26-27</li> <li>• About Art – Art Criticism, 28-29</li> <li>• About Art – Expression 30-31</li> </ul> <p><b>Safety 32-3</b> <b>MEDIA &amp; TECHNIQUES</b> <b>Drawing</b></p> <ul style="list-style-type: none"> <li>○ Pencil, p. 214</li> <li>○ Colored Pencil, p. 215</li> <li>○ Fine Marker, p. 216</li> <li>○ Marker, p. 217</li> <li>○ Chalk, Oil pastel, Charcoal, p. 218</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>○ Tempera, p. 219</li> <li>○ Watercolor, p. 220</li> <li>○ Chinese painting, p. 221</li> </ul> <p>Printmaking, p. 222</p> <ul style="list-style-type: none"> <li>○ Stamping, p.223</li> </ul> <p>Collage, weaving, p. 224 Coil Basket, p.225</p> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>○ Clay Sculpting, p. 226</li> <li>○ Clay –Slab, p. 227</li> </ul> <p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>• Visual Index of all images in Grade 4 text, p.246-255</li> <li>• Glossary for Grade 4, - 256-263</li> <li>• Program Index, T40-T48</li> </ul>	<p><b>Activity Tips for Creative Expression, Grade 5</b></p> <ul style="list-style-type: none"> <li>- Unit 1/Lesson 1: Types of Lines, 228</li> <li>- Unit 1/Lesson 2: Gesture Drawing, 228</li> <li>- Unit 1/Lesson 3: Observation Drawing, 229</li> <li>- Unit 1/Lesson 4: Contour Lines, 229</li> <li>- Unit 1/Lesson 5: Flowing Lines, 230</li> <li>- Unit 1/Lesson 6: Shading Techniques, 230</li> <li>- <b>Unit 2/Lesson 1:</b> Geometric Shapes, 231</li> <li>- Unit 2/Lesson 2: Free-form Shapes, 231</li> <li>- Unit 2/Lesson 3: Pattern, 232</li> <li>- Unit 2/Lesson 4: Visual Rhythm, 232</li> <li>- Unit 2/Lesson 5: Rhythm &amp; Movement, 233</li> <li>- Unit 2/Lesson 6: Flowing Rhythm, 233</li> <li>- <b>Unit 3/Lesson 1:</b> The Color Wheel, 234</li> <li>- Unit 3/Lesson 2: Neutral Colors, 234</li> <li>- Unit 3/Lesson 3: Complementary Colors, 235</li> <li>- Unit 3/Lesson 4: Low-Intensity Colors, 235</li> <li>- Unit 3/Lesson 5: Tints &amp; Shades, 236</li> <li>- Unit 3/Lesson 6: Color Moods, 236</li> <li>- <b>Unit 4/Lesson 1:</b> Forms, 237</li> <li>- Unit 4/Lesson 2: Additive Sculpture, 237</li> <li>- Unit 4/Lesson 3: Subtractive Sculpture, 238</li> <li>- Unit 4/Lesson 4: Visual Texture, 238</li> <li>- Unit 4/Lesson 5: Tactile Texture, 239</li> <li>- Unit 4/Lesson 6: Emphasis, 239</li> <li>- <b>Unit 5/Lesson1:</b> Foreground, Middle Ground, Background, 240</li> <li>- Unit 5/Lesson 2: Perspective Techniques, 240</li> <li>- Unit 5/Lesson 3: Point of View, 241</li> <li>- Unit 5/Lesson 4: Face Proportion Measurements, 241</li> <li>- Unit 5/Lesson 5: Body Proportions, 242</li> <li>- Unit 5/Lesson 6: Distortion, 242</li> <li>- <b>Unit 6/Lesson1:</b> Formal Balance, 243</li> <li>- Unit 6/Lesson 2: Informal Balance, 243</li> <li>- Unit 6/Lesson 3: Radial Balance, 244</li> <li>- Unit 6/Lesson 4: Harmony, 244</li> <li>- Unit 6/Lesson 5: Variety &amp; Emphasis, 245</li> <li>- Unit 6/Lesson 6: Unity, 245</li> </ul>	<p><b>Teacher's Handbook</b> (end of teacher text after Glossary)</p> <ul style="list-style-type: none"> <li>• Table of Contents – T1</li> <li>• The Elementary Art Curriculum – T2</li> <li>• About Aesthetic Perception – T3</li> <li>• Introductory to Art History – T4-5</li> <li>• Art Criticism – T6</li> <li>• Meeting Standards – T7</li> <li>• Development of Children's Art – T8</li> <li>• Brain-Based learning – T9</li> <li>• Classroom Management/Motivation Strategies - T10</li> <li>• Art Instruction for Students with Disabilities – T11</li> <li>• Safety – T12 More information at the Art &amp; Creative Materials Institute <a href="http://www.acminet.org/index.php?option=com_xmap&amp;Itemid=28">http://www.acminet.org/index.php?option=com_xmap&amp;Itemid=28</a></li> <li>• Community as a Resource for Art Materials – T-13</li> <li>• Displaying student work – T14</li> <li>• Art Assessments – T15</li> <li>• Cross-Curricular Connections – T16</li> <li>• Integrating Four Art Forms – T17</li> <li>• The Creative Process and Problem Solving – T18</li> <li>• Using Writing to Enhance Art Curriculum – T19</li> <li>• Importance of Cultural Diversity through Art – T20</li> <li>• Museum Education – T21</li> <li>• United States Museum Resources – T22-25</li> <li>• World Museum Resources – T26-29</li> <li>• Program Scope and Sequence – T30-33</li> <li>• Program Glossary (K-5) – 34-39</li> <li>• Program Index (K-5) – T40-48</li> </ul> <p><b>Not new NGSSS</b> - Non-updated Florida Sunshine State Standards information</p> <ul style="list-style-type: none"> <li>• Florida Handbook FL1</li> <li>• State of the Arts in Florida – FL2-3</li> <li>• Florida Museum Resources – FL4-5</li> <li>• Correlation to Sunshine State Standards (old) and Grade Level Expectations - FL6-29</li> </ul>
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# ARTISTS - FIRST SEMESTER LINKS LAST CHECKED 7.17.13 (YOUTUBE VIDEOS INCLUDED, *ALWAYS PREVIEW before showing to students*).

MONTH	DAY	ARTIST	K	1	2	3	4	5	M/F	Medium	Culture	# grades ARTIST IS FOUND
AUGUST 6		<b>Andy Warhol</b> 8/6/1928 - 2/22/1987				202			M	POP	Amer.	1
	<a href="http://www.warhol.org/">http://www.warhol.org/</a> <a href="http://www.artcyclopedia.com/artists/warhol_andy.html">http://www.artcyclopedia.com/artists/warhol_andy.html</a> <a href="http://www.pbs.org/wnet/americanmasters/database/warhol_a.html">http://www.pbs.org/wnet/americanmasters/database/warhol_a.html</a>						<a href="http://www.warhols.com/">http://www.warhols.com/</a> <a href="http://www.warholfoundation.org/">http://www.warholfoundation.org/</a> <a href="http://www.youtube.com/watch?v=NN-9LNI2r7U">http://www.youtube.com/watch?v=NN-9LNI2r7U</a>					
SEPTEMBER 7		<b>Jacob Lawrence</b> 9/ 7/ 1917 - 6/ 9/ 2000	83 101	56 82	35	60 172	180		M	Mixed - stories	African - Amer.	5
	<a href="http://www.artcyclopedia.com/artists/lawrence_jacob.html">http://www.artcyclopedia.com/artists/lawrence_jacob.html</a> <a href="http://books.google.com/books?as_auth=Jacob+Lawrence">http://books.google.com/books?as_auth=Jacob+Lawrence</a>						<a href="http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html">http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html</a> <a href="http://www.youtube.com/watch?v=COW7QOUClrM">http://www.youtube.com/watch?v=COW7QOUClrM</a> <a href="http://www.youtube.com/watch?v=ac6OZkyYxg">http://www.youtube.com/watch?v=ac6OZkyYxg</a>					
SEPT. 9		<b>Dale Chihuly</b> 9/20/1941 - present								Glass Sculptor	American	0
	<a href="http://www.chihuly.com/">http://www.chihuly.com/</a> <a href="http://www.botanicgardens.org/exhibits/outdoor/chihuly/about">http://www.botanicgardens.org/exhibits/outdoor/chihuly/about</a> <a href="http://www.chihulygardenandglass.com/about-dale-chihuly">http://www.chihulygardenandglass.com/about-dale-chihuly</a> <a href="http://www.telegraph.co.uk/luxury/design/22959/dale-chihulys-glass-menagerie.html">http://www.telegraph.co.uk/luxury/design/22959/dale-chihulys-glass-menagerie.html</a>						<a href="http://www.youtube.com/watch?v=fNV03Vp5VOQ&amp;safe=active">http://www.youtube.com/watch?v=fNV03Vp5VOQ&amp;safe=active</a> <a href="http://www.youtube.com/watch?v=0rZBv1oRwto&amp;safe=active">http://www.youtube.com/watch?v=0rZBv1oRwto&amp;safe=active</a> <a href="http://www.youtube.com/watch?v=OndIFim3w0l&amp;safe=active">http://www.youtube.com/watch?v=OndIFim3w0l&amp;safe=active</a>					
OCTOBER 21		<b>Katshushika Hokusai</b> 10/21/1760 – 5/10/1849 Some say <i>Hokusai Katshushika</i>	34 35 49 117				53 87		M	painting Edo Period	Asian	2
	<a href="http://www.stmoroky.com/reviews/gallery/hokusai/24views.htm">http://www.stmoroky.com/reviews/gallery/hokusai/24views.htm</a> <a href="http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyo_e_pages/hokusai_3falls.html">http://www.viewingjapaneseprints.net/texts/ukiyoetexts/ukiyo_e_pages/hokusai_3falls.html</a> ** Hokusai museum <a href="http://www.book-navi.com/hokusai/hokusai-e.html">http://www.book-navi.com/hokusai/hokusai-e.html</a> ** <a href="http://www.philamuseum.org/booklets/4_25_19_0.html">http://www.philamuseum.org/booklets/4_25_19_0.html</a>						<a href="http://www.andreas.com/hokusai.html">http://www.andreas.com/hokusai.html</a> <a href="http://www.artelino.com/articles/hokusai.asp">http://www.artelino.com/articles/hokusai.asp</a> <a href="http://www.youtube.com/watch?v=lb_k9j7zMjc">http://www.youtube.com/watch?v=lb_k9j7zMjc</a> = New <a href="http://www.youtube.com/watch?v=G2pOatapsjA">http://www.youtube.com/watch?v=G2pOatapsjA</a> = short					
NOV. 15		<b>Georgia O'Keeffe</b> 11/15/1887 – 3/6/1986	75	109	94 95	113	116 202	100	F	Painting Precisionism	Amer. SW	6
	<a href="http://www.georgia-okeeffe.com/precisionism.html">http://www.georgia-okeeffe.com/precisionism.html</a> <a href="http://www.lkwdpl.org/wihohio/okee-geo.htm">http://www.lkwdpl.org/wihohio/okee-geo.htm</a>						<a href="http://www.georgia-okeeffe.com/">http://www.georgia-okeeffe.com/</a> <a href="http://www.youtube.com/watch?v=3AY9rDB-WBk">http://www.youtube.com/watch?v=3AY9rDB-WBk</a> <a href="http://www.youtube.com/watch?v=v71awD38Qy4">http://www.youtube.com/watch?v=v71awD38Qy4</a>					
DECEMBER		<b>Walt Disney (animators)</b> 12/5/1901 – 12/15/1966	152		152	93			M	animation	Amer. + Orlando	3
	<a href="http://www.norsknettskole.no/fag/ressurser/itstud/fuv/gunnargrodal/bio.htm">http://www.norsknettskole.no/fag/ressurser/itstud/fuv/gunnargrodal/bio.htm</a> <a href="http://www.brainyquote.com/quotes/authors/w/walt_disney.html">http://www.brainyquote.com/quotes/authors/w/walt_disney.html</a>						<a href="http://www.justdisney.com/walt_disney/">http://www.justdisney.com/walt_disney/</a> <a href="http://www.imdb.com/name/nm0000370/">http://www.imdb.com/name/nm0000370/</a> <a href="http://www.youtube.com/watch?v=aClpDaACJRO">http://www.youtube.com/watch?v=aClpDaACJRO</a> = LONG/COMPLETE					
		<b>Diego Rivera</b> 12/8/1886 – 11/24/1957	202			94 95		53 169	M	painting muralist	Mexican	3
	<a href="http://www.artcyclopedia.com/artists/rivera_diego.html">http://www.artcyclopedia.com/artists/rivera_diego.html</a> <a href="http://www.pbs.org/wnet/americanmasters/database/rivera_d.html">http://www.pbs.org/wnet/americanmasters/database/rivera_d.html</a>						<a href="http://www.diegorivera.com/index.php">http://www.diegorivera.com/index.php</a> <a href="http://www.artchive.com/artchive/R/rivera.html">http://www.artchive.com/artchive/R/rivera.html</a> <a href="http://www.youtube.com/watch?v=PRw3hkaYz80">http://www.youtube.com/watch?v=PRw3hkaYz80</a> = SHORT BIO					

# ARTISTS - SECOND SEMESTER LINKS LAST CHECKED 7.17.13 (YOUTUBE VIDEOS INCLUDED, *ALWAYS PREVIEW before showing to students*).

<b>JANUARY</b> <b>19</b>	<b>Paul Cezanne</b> 1/19/1839 – 10/22/1906		86	87			45 120	M	Painting Postimpressionism	French	3	
	<a href="http://www.ibiblio.org/wm/paint/auth/cezanne/">http://www.ibiblio.org/wm/paint/auth/cezanne/</a> <a href="http://www.artcyclopedia.com/artists/cezanne_paul.html">http://www.artcyclopedia.com/artists/cezanne_paul.html</a>						<a href="http://www.paulcezanne.org/index_uk.html">http://www.paulcezanne.org/index_uk.html</a> <a href="http://www.youtube.com/watch?v=mQ-tWz1k7iU">http://www.youtube.com/watch?v=mQ-tWz1k7iU</a> = bio					
<b>FEBRUARY</b> <b>20</b>	<b>Louis Comfort Tiffany</b> 2/18/1848 – 1/17/1933	56						M	Art Nouveau Stained glass	Amer. + Orlando	1	
	<a href="http://www.morsemuseum.org/">http://www.morsemuseum.org/</a> <a href="http://www.artcyclopedia.com/artists/tiffany_louis_comfort.html">http://www.artcyclopedia.com/artists/tiffany_louis_comfort.html</a>						<a href="http://www.louiscomforttiffanyfoundation.org/">http://www.louiscomforttiffanyfoundation.org/</a> <a href="http://www.youtube.com/watch?v=6QxSZVVDVE8">http://www.youtube.com/watch?v=6QxSZVVDVE8</a> = bio					
	<b>Ansel Adams</b> 2/20/1902 – 4/22/1984			109			57	M	Photography B&W	Amer.	2	
<a href="http://www.anseladams.com/">http://www.anseladams.com/</a> <a href="http://www.sfmoma.org/adams/">http://www.sfmoma.org/adams/</a>						<a href="http://www.youtube.com/watch?v=-E0zRwY4pzQ">http://www.youtube.com/watch?v=-E0zRwY4pzQ</a> <a href="http://www.youtube.com/watch?v=ZND3eczqoIA">http://www.youtube.com/watch?v=ZND3eczqoIA</a>						
<b>MARCH</b> <b>14</b>	<b>Jennifer Bartlett</b> 3/14/1941 - today						164	F	Mixed –painting + dots	Amer.	1	
	<a href="http://www.artcyclopedia.com/artists/bartlett_jennifer.html">http://www.artcyclopedia.com/artists/bartlett_jennifer.html</a> <a href="http://www.artnet.com/artist/2040/jennifer-bartlett.html">http://www.artnet.com/artist/2040/jennifer-bartlett.html</a> <a href="http://en.wikipedia.org/wiki/Jennifer_Bartlett">http://en.wikipedia.org/wiki/Jennifer_Bartlett</a>						<a href="http://www.artnet.com/Galleries/Artists_detail.asp?gid=111&amp;aid=2040">http://www.artnet.com/Galleries/Artists_detail.asp?gid=111&amp;aid=2040</a> <a href="http://www.youtube.com/watch?v=9vov-PFtAm4">http://www.youtube.com/watch?v=9vov-PFtAm4</a> = studio <a href="http://www.youtube.com/watch?v=aarI8PS96mw">http://www.youtube.com/watch?v=aarI8PS96mw</a> = work					
<b>APRIL</b> <b>26</b>	<b>John James Audubon</b> 4/26/1785 Haiti - 1851 New York			131 198	154 155			M	wildlife portraiture	Amer. illustrator	2	
	<a href="http://www.artcyclopedia.com/artists/audubon_john_james.html">http://www.artcyclopedia.com/artists/audubon_john_james.html</a> <a href="http://monet.unk.edu/mona/artexplr/audubon/audubon.html">http://monet.unk.edu/mona/artexplr/audubon/audubon.html</a> <a href="http://www.audubon.org/bird/boa/BOA_index.html">http://www.audubon.org/bird/boa/BOA_index.html</a>						<a href="http://www.audubon.org/nas/jja.html">http://www.audubon.org/nas/jja.html</a> <a href="http://www.youtube.com/watch?v=xV05Xk82mzo">http://www.youtube.com/watch?v=xV05Xk82mzo</a> <a href="http://www.youtube.com/watch?v=CYYGMrnivSM">http://www.youtube.com/watch?v=CYYGMrnivSM</a>					
<b>MAY</b> <b>22</b>	<b>Marisol Escobar</b> 5/22/1930 - today						90	F	Sculpture mixed	Venezuela	1	
	<a href="http://www.tfaoi.com/aa/2aa/2aa661.htm">http://www.tfaoi.com/aa/2aa/2aa661.htm</a> <a href="http://en.wikipedia.org/wiki/Marisol_Escobar">http://en.wikipedia.org/wiki/Marisol_Escobar</a> <a href="http://www.artcyclopedia.com/artists/marisol.html">http://www.artcyclopedia.com/artists/marisol.html</a>						<a href="http://www.youtube.com/watch?v=zrzHiQjWg7Y">http://www.youtube.com/watch?v=zrzHiQjWg7Y</a> = w/ 3 other women artists <a href="http://www.youtube.com/watch?v=zRFhH0XQypA">http://www.youtube.com/watch?v=zRFhH0XQypA</a> = sculpture in motion					
<b>JUNE</b> <b>8</b>	<b>Frank Lloyd Wright</b> 6/8/1867 – 4/9/1959	138						M	Architecture Prairie	Amer.	1	
	<a href="http://www.franklloydwright.org/">http://www.franklloydwright.org/</a> <a href="http://www.delmars.com/wright/flw1.htm">http://www.delmars.com/wright/flw1.htm</a> <a href="http://www.oprf.com/flw/bio/index.html">http://www.oprf.com/flw/bio/index.html</a>						<a href="http://www.taliesinpreservation.org/">http://www.taliesinpreservation.org/</a> <a href="http://www.flsouthern.edu/flwctr/">http://www.flsouthern.edu/flwctr/</a> <a href="http://www.youtube.com/watch?v=V3VmhLB7lqM">http://www.youtube.com/watch?v=V3VmhLB7lqM</a> = documentary					
<b>JULY</b> <b>30</b>	<b>Henry Moore</b> 7/30/1898 – 8/31/1986	134	207 208	64 65		126		M	Abstract sculpture	British	4	
	<a href="http://www.henry-moore-fdn.co.uk/">http://www.henry-moore-fdn.co.uk/</a> <a href="http://www.bluffton.edu/~sullivanm/mooretoronto/mooretoronto.html">http://www.bluffton.edu/~sullivanm/mooretoronto/mooretoronto.html</a> <a href="http://www.artcyclopedia.com/artists/moore_henry.html">http://www.artcyclopedia.com/artists/moore_henry.html</a>						<a href="http://www.nga.gov/exhibitions/mooreintro.shtm">http://www.nga.gov/exhibitions/mooreintro.shtm</a> <a href="http://www.youtube.com/watch?v=IDyicHb-3bU">http://www.youtube.com/watch?v=IDyicHb-3bU</a> = sculptures <a href="http://www.youtube.com/watch?v=BZADE-PBoD8">http://www.youtube.com/watch?v=BZADE-PBoD8</a> = documentary					

## **Partnership for 21<sup>st</sup> Century Skills**

### **The 4C's – Communication, Collaboration, Critical Thinking, and Creativity**

Check out “Above & Beyond” animation concerning the 4C's <http://www.p21.org/tools-and-resources/above-aamp-beyond-animation>

4C's poster <http://www.p21.org/storage/documents/4csposter.pdf>

Core Subjects and 21st Century Themes at [http://www.p21.org/storage/documents/1.\\_p21\\_framework\\_2-pager.pdf](http://www.p21.org/storage/documents/1._p21_framework_2-pager.pdf)

## **21<sup>st</sup> Century Skills are embedded in NGSSS Visual Art**

<http://www.arteducators.org/research/21st-century-skills-arts-map> for general information

The Partnership for 21st Century Skills has worked with professional education associations to create 21st Century Skills Maps in English, Social Studies, Science, and Geography. The 21st Century Skills Maps are posted on the Partnership for 21st Century Skills website ([www.p21.org](http://www.p21.org)).

The Partnership for 21<sup>st</sup> Century Skills maps demonstrate how the three Rs and four Cs (critical thinking and problem solving, communication, collaboration and creativity and innovation) can be fused within the curriculum. All of the maps are organized around 13 skills areas, with examples of how each subject can help students build skills in these areas at 4<sup>th</sup> grade, 8<sup>th</sup> grade, and 12<sup>th</sup> grade levels.

[http://www.p21.org/storage/documents/P21\\_arts\\_map\\_final.pdf](http://www.p21.org/storage/documents/P21_arts_map_final.pdf)

### **The skills areas are:**

- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity
- Innovation
- Information Literacy
- Media Literacy
- Information, Communication, and Technology Literacy
- Flexibility and Adaptability
- Initiative and Self-direction
- Social and Cross-cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><b>UNIT/ORGANIZING PRINCIPLE:</b> Organizing Thoughts to Create and Complete Art</p>	<p><b>VISUAL ART - 5001050</b> Art – Intermediate 2: Grade 4</p>		<p><b>1<sup>ST</sup> QUARTER</b> <i>For Progress report</i> PACING: WEEK 1-4</p>	<p><b>Q1</b> Formative</p>	<p><b>4</b></p>
<p><b>ESSENTIAL QUESTIONS</b></p>					
<ul style="list-style-type: none"> <li>• What is art? How are art objects described? What are the uses? Where is art found?</li> <li>• What are sources for art ideas?</li> <li>• How are ideas integrated into the creative process?</li> <li>• What art vocabulary is important to understand for personal art development?</li> </ul>		<ul style="list-style-type: none"> <li>• How is the understanding of the art processes used to improve artwork and art safety?</li> <li>• What are differences between artworks and utilitarian objects?</li> <li>• Why is it important to display one’s work?</li> </ul>			
<p>Text: <b>SRA Art Connections</b> Grade 4</p>	<p><b>Overview of Curriculum – Narrative for Grade 4 (Q1f)</b></p> <p><b>WEEK 1-4</b></p> <p><b>Innovate</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Develop a range of interests in the art-making process to influence personal decision-making.</li> <li>Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.</li> <li>Use accurate art vocabulary to communicate about works of art and artistic and creative processes.</li> <li>Use tools, media, techniques, and processes in a safe and responsible manner.</li> <li>Describe the ways in which artworks and utilitarian objects impact everyday life.</li> <li>Discuss artworks found in public venues to identify the significance of the work within the community.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> explain personal work with specific details; know what artists create and where art can be located; and follow directions for safety in the artroom.</p>			<p><b>DUE:</b></p> <p><b>September</b></p> <ul style="list-style-type: none"> <li>• Art Teachers’ Exhibit/ArtHaus</li> <li>• Volusia County Schools – Safety Poster Contest</li> </ul> <p><b>October</b></p> <ul style="list-style-type: none"> <li>• FAEA Conference</li> <li>• Volusia County Fair</li> </ul>	
<p><b>TOPICS</b></p>		<p><b>INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About Art</b></p> <p><b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b></p>		<p><b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)</p>	
<p><b>Unit 1-Line</b></p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Gesture Drawing</li> <li>• Contour Drawing</li> <li>• Still Life</li> <li>• Shading techniques</li> </ul>	<p><b>Integrate ideas during the art-making process to convey meaning in personal works of art.</b></p> <ul style="list-style-type: none"> <li>- Brainstorm ways to convey meaning in art works.</li> <li>- What makes meaning?</li> <li>- Why do images, items, people, etc. have meaning to us?</li> <li>- Describe the ways art is personal.</li> <li>- Identify meaning in art works.</li> </ul>		<p><b>STANDARDS</b> (* are repeated)</p> <p><b>VA.4.C.1.1</b></p>	<p>Art vocabulary Description Main idea</p> <p>21<sup>st</sup> Century Skills</p> <ul style="list-style-type: none"> <li>• Revise</li> <li>• Resolve</li> <li>• Practice</li> </ul>	

<p><b>Suggested Artists:</b></p> <ul style="list-style-type: none"> <li>• Wassily Kandinsky</li> <li>• Henri Matisse</li> <li>• Katsushika Hokusai</li> <li>• Paul Cezanne</li> <li>• Emily Carr</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Multiplication/ Division</li> <li>• Number sense</li> <li>• Fractions</li> <li>• Geometry</li> </ul> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>• Main Idea/Point of View</li> <li>• Fluency and Comprehension of Art</li> <li>• Reading for Text Complexity</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Science Process</li> <li>• Space</li> <li>• Earth</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• Florida History</li> <li>• Florida geography</li> <li>• Cultural integration</li> </ul>	<p><b>Assessed Content:</b> Selects media to effectively communicate an idea.</p>		<ul style="list-style-type: none"> <li>• Perseverance</li> <li>○ Delayed gratification</li> </ul>	<div style="background-color: black; color: white; padding: 5px; text-align: center;"> <b>Q1f</b> Formative         </div>
	<p><b>Identify differences between artworks and utilitarian objects.</b></p> <ul style="list-style-type: none"> <li>- Review the differences between art objects and utilitarian objects.</li> </ul> <p><b>Assessed Content:</b> Describe how artwork can be utilitarian and give examples of each. (furniture, blankets, plates and dishes, pottery.) Artwork can be aesthetic and be useful.</p> <p><b>Florida Standards</b> LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<b>VA.4.H.2.2</b>	<p><b>Attribute Function Artworks</b></p> <ul style="list-style-type: none"> <li>• Aesthetic</li> <li>• Non-utilitarian</li> </ul> <p><b>Utilitarian objects</b></p> <ul style="list-style-type: none"> <li>• Useful</li> <li>• Functional</li> </ul>	
	<p><b>Identify reasons to display artwork in public places.</b></p> <ul style="list-style-type: none"> <li>- Review reason artwork is displayed at venue in community.</li> <li>- Discuss emotional responses that the public might feel           <ul style="list-style-type: none"> <li>• Pleased to have beauty (or not) to look at/reflect upon.</li> <li>• Describe what makes the item an aesthetic addition or not.</li> </ul> </li> </ul> <p><b>Florida Standards</b> LAFS.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<b>VA.4.H.2.3</b>	<p>Bulletin boards Exhibits Museums Festivals Celebration Sale Advertisement</p>	
<p><b>Use accurate art vocabulary to discuss works of art and the creative process.</b></p> <ul style="list-style-type: none"> <li>- Review Grade 3 terms when viewing personal art work or works by others.</li> <li>- Discuss, demonstrate, practice grade 3 and 4 drawing skills.</li> <li>- Use grade 3 and grade 4 drawing skills to create art works.</li> <li>- Discuss attributes of drawing skills in other art works.</li> </ul> <p><b>Assessed Content:</b> Structural Elements of Art: value (light to dark) primary and secondary colors, cool and warm colors, shape (geometric, free-form, organic)</p> <p><b>Florida Standards</b> LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<b>*VA.4.S.1.4</b>	<p>Structural Elements Observational skills Drawing skills</p> <ul style="list-style-type: none"> <li>• Types of lines           <ul style="list-style-type: none"> <li>○ Gesture</li> <li>○ Contour</li> </ul> </li> <li>• Types of shapes           <ul style="list-style-type: none"> <li>○ Geometric</li> <li>○ Organic</li> <li>○ Free-form</li> </ul> </li> </ul> <p>Writing/speaking skills</p> <ul style="list-style-type: none"> <li>• Convey ideas</li> <li>• Reason</li> <li>• Evidence</li> </ul>		

	<p><b>Follow procedures for using tools, media, techniques, and processes safely and responsibly.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p>Assessed Content: Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.4.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> <li>• Process</li> <li>• Techniques</li> <li>• Responsibility</li> </ul>	<p><b>Q1f</b> Formative</p>
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## Special Area Grading - **INNOVATE ART**

## Florida Standards Required by Florida DOE for this Course

**Q1f**

### Outstanding Progress, Grade Range: 90 – 100; which defaults to **A** on report card

The student articulates personal meaning through study of structural elements of art and organizational principles of design found in selected works and makes revisions that exceed established visual criteria, exemplary craftsmanship, and safe use of tools and materials.

### Above Average Progress, Grade Range: 80 – 89; which defaults to **B** on report card

The student provides a limited or incomplete explanation of personal work or its origin; identifies differences between art and non-art objects found in various locations; follows safety procedures.

### Average Progress, Grade Range: 70-79; which defaults to **C** on report card

The student provides an unclear or vague explanation of personal work or its origin, recognizes artwork and some non-art objects in various locations; and usually follows safety procedures.

### Lowest Acceptable Progress: 60-69 Grade Range which defaults to **D** on report card

The student struggles to remember terms that describe personal visual imagery and where ideas originate; confuses differences between art and non-art objects and/or where art is located; may ignore some safety directions.

**Course Number: 5001050 Art – Intermediate 2, GRADE 4**  
**Highlighted are Included with visual art standards in Q1f)**

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.4.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.SL.1.3** Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.4.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

**MAFS.4.G.1.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

#### **Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

**rades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**
<http://www.faea.org/InnerPage.aspx?id=8>
**General Visual Arts Rubric**

	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

**NIT/ORGANIZING PRINCIPLE:**  
*Organizing Thoughts to Create and Complete Art*

**VISUAL ART - 5001050**  
**Art – Intermediate 2: Grade 4**

**1<sup>ST</sup> QUARTER**  
**For Progress Report**  
**PACING: WEEK 5-9**

**Q1s**  
 Summative

**4**

**ESSENTIAL QUESTIONS**

- Why is art work continually revised throughout the entire 2D and/or 3D process?
- Where do artists find ideas, meaning and relevance for the creative and innovative process?

- How is the understanding of the art processes used to improve artwork and art safety?
- What common art goal is attained through collaboration?

Text:  
**SRA Art Connections**  
 Grade 4

**Overview of Curriculum – Narrative for Grade 4 (Q1s)**

**WEEK 5-9**

**Innovate** is the current topic and students are continually assessed on the concepts included below as they create art.

NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on how artists form ideas and reflect on personal growth, new art skills, opportunity for students to respond creatively to the lesson and time for clean-up.

**While creating, art students learn to:**

- Revise artworks to meet established criteria.
- Develop and support ideas from various resources to create unique artworks.
- Follow procedures for using tools, media, techniques, and processes safely and responsibly.
- Apply meaning and relevance to document self or others visually in artwork.
- Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
- Collaborate with peers in the art room to achieve a common art goal.

**A student producing work assessed as proficient would be able to demonstrate the ability to** organize structural elements in 2D and 3D artwork, use various resources and media to create meaningful and unique art based on self or others, collaborate for a purpose, and practice safety procedures in the art room.

**DUE:**

**September**

- Art Teachers’ Exhibit/ArtHaus
- Volusia County Schools – Safety Poster Contest

**October**

- FAEA Conference
- Volusia County Fair

**TOPICS**

**INNOVATE ART: Includes Cognition, Engagement, Persistence, How to Think About Art**

**NGSSS Visual Art STANDARDS**  
**Topics - Unpacking - Learning Targets**

**STANDARDS**  
 (\* are repeated)

**ACADEMIC LANGUAGE**  
*italics = integration*  
 (text pages)

**Unit 2- Shape, pattern, rhythm movement**

Lesson/ Activities

- Geometric/ Free form shapes
- 1. Collage

**Revise artworks to meet established criteria.**

- Decide reason for selecting work for display.
- Consider developing rubrics to explain criteria for completion of Art work.

**Florida Standards**  
 MAFS.K12.MP.6.1: Attend to precision.

**VA.4.C.2.1**

Revise  
 Review  
 Exhibit  
 School display

<p>2. Silhouette</p> <ul style="list-style-type: none"> <li>• Pattern</li> <li>1. Random</li> <li>2. Regular</li> <li>3. Alternating</li> <li>4. Motif</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>• Joan Miró</li> <li>• Cultural textiles</li> <li>• John Biggers</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• Multiplication/ Division</li> <li>• Number sense</li> <li>• Fractions</li> <li>• Geometry</li> </ul> <p>English/Language Arts</p> <ul style="list-style-type: none"> <li>• Main Idea/Point of View</li> <li>• Fluency and Comprehension of Art</li> <li>• Reading for Text Complexity</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Science Process</li> <li>• Space</li> <li>• Earth</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>• Florida History</li> <li>• Florida geography</li> <li>• Cultural integration</li> </ul>	<p><b>Develop and support ideas from various resources to create unique artworks.</b></p> <ul style="list-style-type: none"> <li>- Discuss source of ideas.</li> <li>- Discuss the different kinds of resources that can be used as sources for ideas.</li> <li>- Discuss how to brainstorm ideas in sketches (sketchbook) or as a group.</li> <li>- Discuss how ideas are integrated to complete image.</li> </ul> <p>Assessed Content: Creates personally meaningful works drawn from experience, observation or imagination</p>	<p><b>VA.4.C.2.3</b></p>	<p>Observation vs. copying Culture News/entertainment media Environment</p> <p>Overlap</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Q1s</b> Summative</p> </div>
	<p><b>Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.</b></p> <ul style="list-style-type: none"> <li>• Pursue more than one art solution.</li> <li>• Use criteria to select work for display.</li> <li>• Discuss the attributes of 2D and/or 3D art.</li> </ul>	<p><b>VA.4.F.1.1</b></p>	<p>Visual communication Solution 2D art 3D art</p>
	<p><b>Collaborate with peers in the art room to achieve a common art goal.</b></p> <ul style="list-style-type: none"> <li>- Discuss how a common goal is selected.</li> </ul> <p><b>Florida Standards</b> LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><b>VA.4.F.3.2</b></p>	<p>Collaboration 21<sup>st</sup> Century Skills (MAP p. 13)</p>
	<p><b>Apply meaning and relevance to document self or others visually in artwork.</b></p> <ul style="list-style-type: none"> <li>- Adhere to objectives to create a meaningful art solution.</li> <li>- Discuss the problems of copying another's work as their own.</li> <li>- Discuss how the artwork is the documentation of a concept.</li> </ul> <p>Assessed Content: Creates personally meaningful works drawn from experience, observation or</p>	<p><b>VA.4.O.3.1</b></p>	<p>Meaning Relevance Documentation</p> <ul style="list-style-type: none"> <li>• Artwork</li> <li>• Writing</li> <li>• Speaking</li> </ul> <p>Review plagiarism</p>

	<p><b>Follow procedures for using tools, media, techniques, and processes safely and responsibly.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p>Assessed Content: Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. Remarks/Examples: Walking not running, waiting your turn, and following traffic laws. <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.4.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> <li>• Process</li> <li>• Techniques</li> <li>• Responsibility</li> </ul> <p>21<sup>st</sup> Century Skill (MAP p. 13)</p> <ul style="list-style-type: none"> <li>• Following Directions</li> </ul>
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**Q1s**

Summative

## Special Area Grading - **INNOVATE ART**

## Florida Standards Required by Florida DOE for this Course

**Q1s**

### **Outstanding Progress: 90 – 100 Grade Range which defaults to A on report card**

The student articulates personal meaning through study of structural elements of art and organizational principles of design found in selected works and makes revisions that exceed established visual criteria; analyzes work to make revisions, demonstrates exemplary craftsmanship, and uses tools and materials safely.

### **Above Average Progress: 80 – 89 Grade Range which defaults to B on report card**

The student uses various media to complete works with some thought to choices made for self-expression or documentation of local/global ideas; analyzes how some structural elements are organized; works with others; follows safety procedures

### **Average Progress: 70-79 Grade Range which defaults to C on report card**

The student uses limited media to complete works with little thought to choices made for self-expression or documentation of local/global ideas; has difficulty analyzing art work and/or working with others; follows most safety procedures.

### **Lowest Acceptable Progress: 60-69 Grade Range which defaults to D on report card**

The student struggles to complete works or works hastily not understanding how to use various media, incorporate and describe personal interests, analyze personal work, make choices for self-expression and/or community experiences to meet objectives, and/or work with others; ignores some safety procedures.

**Course Number: 5001050 Art – Intermediate 2, GRADE 4**  
**Highlighted are Included with visual art standards in Q1s)**

**ELD.K.12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.4.SL.1.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.SL.1.3** Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.4.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

**MAFS.4.G.1.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

### **Mathematical practices**

**MAFS.K.12.MP.5.1**: Use appropriate tools strategically.

**MAFS.K.12.MP.6.1**: Attend to precision.

**MAFS.K.12.MP.7.1**: Look for and make use of structure

Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.



## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

<p><b>UNIT/ORGANIZING PRINCIPLE:</b> Creating Art for a Purpose</p>	<p align="center"><b>VISUAL ART - 5001050</b> Art – Intermediate 2: Grade 4</p>	<p><b>2<sup>nd</sup> QUARTER</b> <i>For Progress report</i> <b>PACING: WEEK 10 -13</b></p>	<p align="center"><b>Q2f</b> Formative</p>	<p align="center" style="font-size: 2em;"><b>4</b></p>
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**ESSENTIAL QUESTIONS**

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| <ul style="list-style-type: none"> <li>• How do various tool and material manipulations encourage different effects in art works?</li> <li>• What resources support the creation of innovative and expressive visual content?</li> </ul> | <ul style="list-style-type: none"> <li>• Why is perseverance important in the creative process?</li> <li>• How is the understanding of the art processes used to improve artwork and art safety?</li> <li>• Where are artist’s/designer’s work found in the community</li> </ul> |
|--|--|

<p>Text: <b><u>SRA Art Connections</u></b> Grade 4</p>	<p align="center"><b><u>Overview of Curriculum – Narrative for Grade 4 (Q2f)</u></b></p> <p><b>WEEK 10-13</b></p> <p><b>Develop Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.</li> <li>Use media, technology, and other resources to inspire personal art-making decisions.</li> <li>Identify sequential procedures to engage in art production.</li> <li>Visualize the end product to justify artistic choices of tools, techniques, and processes.</li> <li>Use tools, media, techniques, and processes in a safe and responsible manner.</li> <li>Describe the knowledge and skills necessary for art-making and art-related careers.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> create art that reveals personal choices for ideas, media, and processes; identify and describe art in the community; and follow safety procedures.</p>	<p><b>DUE:</b> <b>November:</b></p> <ul style="list-style-type: none"> <li>• Halifax Art Festival (East side)</li> <li>• Volusia County Fair</li> <li>• DeLand Fall Festival (West side)</li> </ul>
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<p align="center"><b>TOPICS</b></p>	<p><b>DEVELOP ART: Organizational Structures (Structural Elements of Art &amp; Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety</b></p> <p align="center"><b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b></p>	<p align="center"><b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)</p>
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<p><b>Unit 2 Continued:</b> <b>Shape, Pattern, Rhythm, Movement</b></p>	<p><b>Discuss how artists and designers have made an impact on the community.</b></p> <ul style="list-style-type: none"> <li>- Discuss what places or items have been created / designed in the community, i.e., posters, buildings, signs, clothing, cars, etc.</li> </ul> <p>Assessed Content: Artists can be illustrators in textbooks (science, Social Studies, etc.)</p>	<p><b>VA.4.F.2.1</b></p>	<p>Art locations</p> <ul style="list-style-type: none"> <li>• Galleries, museums, festivals, outdoor installations</li> <li>• Art objects,</li> <li>• <b>Art-related informational media, illustrators/authors.</b></li> </ul>
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<p><i>Lesson/Activities</i></p> <ul style="list-style-type: none"> <li>Rhythm/ Movement</li> </ul> <ol style="list-style-type: none"> <li>Visual</li> <li>Flowing</li> </ol> <p><i>Suggested Artists:</i></p> <ul style="list-style-type: none"> <li>Katsushika Hokusai</li> <li>Alexander Calder</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Fractions</li> <li>Geometry</li> </ul> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>Prior Knowledge</li> <li>Fact/Opinion</li> <li>Compare/Contrast</li> <li>Vocabulary/Processes/ Concepts</li> <li>Reading for Text Complexity</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Color Theory</li> <li>Matter</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>Civics and government</li> </ul>	<p><b>Florida Standards</b>  <b>LAFS.4.SL.1.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>Manipulate tools and materials to achieve diverse effects in personal works of art.</b>  - Know purpose of tool(s), processes, and media in art activity</p> <p><b>Florida Standards</b>  <b>MAFS.4.G.1.3</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.  <b>MAFS.K12.MP.6.1:</b> Attend to precision.  <b>MAFS.K12.MP.7.1:</b> Look for and make use of structure</p> <p><b>Explore and use media, technology, and other art resources to express ideas visually.</b>  - Explore ways of combining media and ideas  - Use various media to discover new ways of creating.  - Find images to inspire ideas for new artwork</p> <p><b>Assessed Content:</b>  Structural Elements of Art: value (light to dark) primary and secondary colors, cool and warm colors.</p> <p><b>Florida Standards</b>  <b>MAFS.K12.MP.7.1:</b> Look for and make use of structure</p> <p><b>Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.</b>  Sequence how ideas fit together to create a composition.  - What is purpose of lesson? How is it done?  - What is purpose statement given to students to help them understand the desired outcome?  - Model thinking and demonstrate procedures.  - Explain the steps followed and inspiration used.  - Question students to scaffold instruction.</p>	<p><b>VA.4.S.1.1</b></p> <p><b>VA.4.S.1.2</b></p> <p><b>VA.4.S.2.2</b></p>	<div data-bbox="1864 139 2003 261" style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Q2f</b>  Formative </div> <p>Drawing skills  <b>LINE</b> - Contour , Blind Contour, Hatching, Cross-Hatching, Gesture  <b>Sketch:</b> Perception  <b>Shading, Value,</b> Shadows  <b>Symmetry</b></p> <p>Steps for Art Process</p> <p><b>Close Reading, SRA/FCAT Prep text, unit 1 task 5 pgs. 10-11. American Art, painting/illustration</b></p> <p><b>Color:</b>  Hue, Color Scheme, Color Wheel, <b>Primary, Secondary,</b> Intermediate, Neutral, Monochromatic, Complement, Analogous,  <b>Value: Shade, Tint</b>  <b>Intensity:</b> Brightness, dullness,</p> <p>Media Center-images</p> <p><b>Direction:</b> examples –  Horizontal-stable, at rest, horizon line  Vertical-stately like columns, stiff  Slanted-movement, in flux, instability  <b>Outcome:</b> purpose, gradual release  Innovation:  <ul style="list-style-type: none"> <li>Brainstorm</li> </ul> </p>
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			<ul style="list-style-type: none"> <li>• Plan</li> <li>• Sketch ideas to resolve learning in lesson or unit.</li> </ul> <p>21<sup>st</sup> Century Skills (MAP p. 13)</p> <ul style="list-style-type: none"> <li>• Perseverance</li> </ul>
	<p><b>Follow procedures for using tools, media, techniques, and processes safely and responsibly.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p>Assessed Content: Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b>  <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.  <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.4.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> <li>• Process</li> <li>• Techniques</li> <li>• Responsibility</li> </ul> <div data-bbox="1871 305 2011 423" style="border: 1px solid black; background-color: black; color: white; padding: 5px; text-align: center;"> <p><b>Q2f</b> Formative</p> </div>

## Special Area Grading for 3-5 - **DEVELOP ART**

## Florida Standards Required by Florida DOE for this Course

Q2f

### **Outstanding Progress: 90 – 100 Grade Range which defaults to A on report card**

The student articulates personal meaning through planning, organizing, and refining the structural elements of art to exceed established visual criteria and intended results and demonstrates exemplary craftsmanship, understanding qualities of community art/artists, and safe use of tools and materials. The student creates art that reveals personal choices for ideas, media, and processes; identifies and describes art in the community, and follows safety procedures.

### **Above Average Progress: 80 – 89 Grade Range which defaults to B on report card**

The student completes personal work using limited choices for art materials, media, processes, and experimentation to create intended results; identifies places where art is found in the community; and follows safety procedures.

### **Average Progress: 70-79 Grade Range which defaults to C on report card**

The student uses available media, processes, and experimentation with limited ideation to meet objectives; makes few connections with where art is located in the community; and follows safety procedures.

### **Lowest Acceptable Progress: 60-69 Grade Range which defaults to D on report card**

The student struggles to complete works or works hastily not understanding how to use personal ideas and/or various media and processes to meet objectives; has limited recall and/or description of what or where art is located in the community; and may ignore some safety procedures.

**Course Number: 5001050 Art – Intermediate 2, GRADE 4**  
Highlighted are Included with visual art standards in Q2f)

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.4.SL.1.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.SL.1.3** Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.4.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

**MAFS.4.G.1.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

### **Mathematical practices**

**MAFS.K12.MP.5.1**: Use appropriate tools strategically.

**MAFS.K12.MP.6.1**: Attend to precision.

**MAFS.K12.MP.7.1**: Look for and make use of structure.

Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

<p><b>UNIT/ORGANIZING PRINCIPLE:</b> <b>Creating Art for a Purpose</b></p>	<p style="text-align: center;"><b>VISUAL ART - 5001050</b> <b>Art – Intermediate 2: Grade 4</b></p>	<p><b>2<sup>nd</sup> QUARTER</b> <i>For Progress Report</i> <b>PACING: WEEK 14-18</b></p>	<p style="text-align: center;"><b>Q2s</b> Summative</p>	<p style="text-align: center; font-size: 2em;"><b>4</b></p>
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**ESSENTIAL QUESTIONS**

<ul style="list-style-type: none"> <li>• What compositional qualities promote meeting an artistic objective?</li> <li>• How does experimentation within artistic processes achieve variety in 2D and/or 3D art work?</li> <li>• How does planning and skill practice affect the art outcome?</li> </ul>	<ul style="list-style-type: none"> <li>• How is the understanding of the art processes used to improve artwork and art safety?</li> <li>• How does using the art criticism process help students understand about image content and why artists create art?</li> </ul>
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<p>Text: <b><u>SRA Art Connections</u></b> Grade 4</p>	<p style="text-align: center;"><b><u>Overview of Curriculum – Narrative for Grade 4 (Q2s)</u></b></p> <p><b>WEEK 14-18</b></p> <p><b>Develop Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on developing art skills to improve craftsmanship, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Organize the structural elements of art to achieve an artistic objective.</li> <li>Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.</li> <li>Plan and produce art through ongoing practice of skills and techniques.</li> <li>Follow procedures for using tools, media, techniques, and processes safely and responsibly</li> <li>Know use and care of tools and use the structural elements of art and organizational principles of design to understand the art-making process.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to plan and use organizational principles to arrange structural elements for varied results in 2D/3D artwork, advance art skills, and improve craftsmanship through repeated and safe use of tools, techniques, and processes.</b></p>	<p><b>DUE:</b> <b>December:</b> Keep work for <i>Volusia Student Creates</i> adjudication in January</p>
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<p style="text-align: center;"><b>TOPICS</b></p> <p><b>Unit 3- Color &amp; Value</b></p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Color Wheel</li> </ul>	<p><b>DEVELOP ART: <i>Organizational Structures (Structural Elements of Art &amp; Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety</i></b></p>	<p style="text-align: center;"><b>STANDARDS</b> (* are repeated)</p> <p style="background-color: yellow;"><b>VA.4.O.1.1</b></p>	<p style="text-align: center;"><b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)</p> <p>21<sup>st</sup> Century Skills: (MAP p. 13)</p> <ul style="list-style-type: none"> <li>• Practice</li> <li>• Proficiency</li> <li>• Perseverance</li> </ul>
	<p style="text-align: center;"><b>NGSSS Visual Art STANDARDS</b> <b>Topics - Unpacking - Learning Targets</b></p> <p><b>Use the structural elements of art and organizational principles of design to understand the art-making process.</b></p> <ul style="list-style-type: none"> <li>- Explore the meaning and use of the structural elements of art to create personal art.</li> </ul>		



<p>1. Complementary colors</p> <p>2. Neutral colors</p> <ul style="list-style-type: none"> <li>• Tints and Shades</li> <li>• Color moods</li> <li>• Low intensity colors</li> </ul> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>• Wayne Thiebaud</li> <li>• <b>Georgia O'Keefe</b></li> </ul>	<p><b>Assessed Content:</b> Analyzes how the design principles are used in artworks to create organizational and/or aesthetic effects</p> <p><b>Florida Standards</b> MAFS.K12.MP.7.1: Look for and make use of structure</p>		<p>Art criticism,</p> <div style="border: 1px solid black; background-color: black; color: white; padding: 5px; text-align: center;"> <b>Q2s</b> Summative     </div> <p>Save works for Volusia Students Create exhibit adjudication/January School displays - Ongoing</p>
<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Geometry</li> </ul> <p><b>English/Language Arts</b></p> <ul style="list-style-type: none"> <li>• Prior Knowledge</li> <li>• Fact/Opinion</li> <li>• Compare/Contrast</li> <li>• Vocabulary/Processes/Concepts</li> <li>• Reading for Text Complexity</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Color Theory</li> <li>• Matter</li> </ul>	<p><b>Organize the structural elements of art to achieve an artistic objective.</b></p> <p>- Select specific structural elements of art and organize them for unity.</p> <p><b>Assessed Content:</b> Definition of Symmetry / examples and non-examples in nature, art and various places. (Ex: butterflies, faces, letters, etc. )</p> <p><b>Assessed Content:</b> Structural Elements of Art: value (light to dark) primary and secondary colors, cool and warm colors, shape (geometric, free-form, organic)</p> <p><b>Florida Standards</b> MAFS.K12.MP.5.1: Use appropriate tools strategically. MAFS.K12.MP.6.1: Attend to precision</p>	<p><b>VA.4.S.2.1</b></p>	<p><b>Emphasis</b></p> <ul style="list-style-type: none"> <li>• Focal point</li> <li>• Dominant element</li> <li>• Isolation</li> </ul> <p><b>Balance:</b> Visual weight</p> <ul style="list-style-type: none"> <li>• <b>Symmetry</b></li> </ul> <p><b>Harmony</b></p> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Simulated</li> <li>• Tactile</li> <li>• Visual</li> <li>• Invented</li> </ul>
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Color Theory</li> <li>• Matter</li> </ul>	<p><b>Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.</b></p> <p>- Know purpose of tool(s), processes, and media in art activity.</p> <p>- Experiment to find new ways of work.</p> <p><b>Florida Standards</b> MAFS.K12.MP.5.1: Use appropriate tools strategically. MAFS.K12.MP.6.1: Attend to precision</p>	<p><b>VA.4.S.3.1</b></p>	<p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>• Ant's view</li> <li>• Bird's-eye view</li> </ul> <p>Point of view Close-up Faraway</p> <p><b>Content:</b> portrait, still life, nonobjective, <b>3D:</b> sculpture – relief, subtractive, additive</p>
<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• Civics and government</li> </ul>	<p><b>Plan and produce art through ongoing practice of skills and techniques.</b></p> <p><b>Assessed Content:</b> 4-6 Improve craftsmanship through repeated practice, applies good craftsmanship in creating art works.</p> <p><b>Florida Standards</b></p>	<p><b>VA.4.S.3.2</b></p>	<p>21<sup>st</sup> Century Skills: (MAP p. 13)</p> <ul style="list-style-type: none"> <li>• Practice</li> <li>• Perseverance</li> </ul> <p>Repetition, manipulation, execution, &amp; process.</p>

	<p>MAFS.K12.MP.6.1: Attend to precision.</p> <p><b>Follow procedures for using tools, media, techniques, and processes safely and responsibly.</b></p> <ul style="list-style-type: none"> <li>- Know use and care of tools and materials.</li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p>Assessed Content: Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.4.S.3.3</b></p>	<p>Safety (32-33, T12)</p> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures,</li> <li>• Process</li> <li>• Techniques</li> <li>• Responsibility</li> </ul> <p>21<sup>st</sup> Century Skills (MAP p. 13)</p> <ul style="list-style-type: none"> <li>• Following Directions</li> </ul>
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**Q2s**

Summative

### Special Area Grading for 3-5 - *DEVELOP ART*

### Florida Standards Required by Florida DOE for this Course

**Q2s**

#### Outstanding Progress: 90 – 100 Grade Range which defaults to **A** on report card

The student articulates personal meaning through planning, refining, and organizing the structural elements of art for an intended outcome that exceeds established objectives, demonstrates exemplary craftsmanship, and uses tools and materials safely.

#### Above Average Progress: 80 – 89 Grade Range which defaults to **B** on report card

The student uses various media to complete works with some thought to choices made for self-expression or documentation of local/global ideas; analyzes how some structural elements are organized; works with others; follows safety procedures

#### Average Progress: 70-79 Grade Range which defaults to **C** on report card

The student uses limited media to complete works with little thought to choices made for self-expression or documentation of local/global ideas; has difficulty analyzing art work and/or working with others; follows most safety procedures.

#### Lowest Acceptable Progress: 60-69 Grade Range which defaults to **D** on report card

The student struggles to complete works or works hastily not understanding how to use various media, incorporate and describe personal interests, analyze personal work, make choices for self-expression and/or community experiences to meet objectives, and/or work with others; ignores some safety procedures.

**Course Number: 5001050 Art – Intermediate 2, GRADE 4**  
Highlighted are Included with visual art standards in Q2s)

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.4.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.SL.1.3** Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.4.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

**MAFS.4.G.1.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

#### Mathematical practices

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

Grades 3-5 <b>FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS</b> <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			<b>General Visual Arts Rubric</b>
	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

<p><b>UNIT/ORGANIZING PRINCIPLE:</b> Art in Context – Past and Present</p>	<p style="text-align: center;"><b>VISUAL ART - 5001050</b> Art – Intermediate 2: Grade 4</p>	<p>3rd Marking Period / QUARTER 3 For Interim Grade PACING: WEEK 19-22</p>	<p>Q3f 4</p>
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**ESSENTIAL QUESTIONS**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>What art vocabulary promotes understanding of selected content, media, and/or techniques</li> <li>How is following directions for art production and safety in the classroom suitable behavior for an art audience?</li> <li>What role does respect play when viewing art in the community?</li> </ul> | <ul style="list-style-type: none"> <li>Why are copyright laws important to artists?</li> <li>What constitutes innovation and creative applications in art solutions?</li> <li>What art careers are found in the community?</li> <li>How are students able to participate in school and/or community awareness?</li> </ul> |
|---|---|

<p>Text: <b>SRA Art Connections:</b> Grade 4</p>	<p style="text-align: center;"><b>Overview of Curriculum – Narrative for Grade 4 (Q3f)</b></p> <p><b>WEEK 19-22</b></p> <p><b>Connect With Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on historical references and respect for artists, their work, style of art, and art skills, time for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Use accurate art vocabulary to discuss works of art and the creative process.</li> <li>Follow procedures for using tools, media, techniques, and processes safely and responsibly.</li> <li>Discuss the importance of copyright law in regard to the creation and production of art.</li> <li>Identify suitable behavior for various art venues and events.</li> <li>Examine and apply creative solutions to solve an artistic problem.</li> <li>Identify the work of local artists to become familiar with art-making careers.</li> <li>Create art to promote awareness of school and/or community concerns.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> explain the differences and similarities in artworks, styles, techniques, processes, and artistic solutions while using accurate art vocabulary, understand copyright issues for the creative process, use appropriate audience and safety behaviors, identify local artists/art careers, and create art to solve local or personal artistic problems.</p>	<p><b>DUE:</b></p> <p><b>Late January:</b></p> <ul style="list-style-type: none"> <li>Volusia Student Create Adjudication</li> <li>1<sup>st</sup> Languages/ArtHaus (Even years)</li> </ul> <p><b>February</b></p> <ul style="list-style-type: none"> <li>ATC's</li> </ul>
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<b>TOPICS</b>	<p><b>CONNECT w/ ART: Context In Art Past to Present; Art Styles; Artist Integrity</b> <i>Copyright</i></p>		<p><b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)</p>
<p>Unit 4-Form, Texture and Emphasis</p> <p>Lesson/Activities:</p>	<p><b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b></p> <p><b>Examine and apply creative solutions to solve an artistic problem.</b></p> <ul style="list-style-type: none"> <li>Apply visual thinking skills to demonstrate to solve artistic challenges.</li> </ul>	<p><b>STANDARDS</b> (* are repeated)</p> <p><b>VA.4.F.1.2</b></p>	<p>Skills, techniques Innovation Apply visual thinking skills to demonstrate to solve artistic challenges</p>

<ul style="list-style-type: none"> <li>• <b>Form/Sculpture</b> <ol style="list-style-type: none"> <li>1. Additive</li> <li>2. Subtractive</li> </ol> </li> <li>• Texture           <ol style="list-style-type: none"> <li>1. Visual</li> <li>2. Tactile</li> </ol> </li> <li>• Emphasis</li> </ul>	<p><b>Identify suitable behavior for various art venues and events.</b></p> <ul style="list-style-type: none"> <li>• Identify differences in audience behavior in the classroom, school and community.</li> </ul> <p><b>Florida Standards</b>  <b>LAFS.4.SL.1.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>VA.4.H.1.2</b></p>	<p>Respect Responsibility</p> <p>Art festivals Art museums Movies School assemblies</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>Q3f</b></div>
<p><b>Suggested Artists:</b></p> <ul style="list-style-type: none"> <li>• Michelangelo</li> <li>• Jacques Lipchitz</li> <li>• Henry Moore</li> <li>• Romare Bearden</li> <li>• Sandy Skoglund</li> <li>• Peter Paul Rubens</li> <li>• Rembrandt</li> <li>• Georgia O'Keeffe</li> <li>• Dale Chihuly</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Geometry</li> <li>• Algebraic probabilities</li> </ul> <p><b>English/ Language Arts:</b></p>	<p><b>Use accurate art vocabulary to discuss works of art and the creative process.</b></p> <ul style="list-style-type: none"> <li>• Structural Elements of Art</li> <li>• Organizational Principles of Design</li> <li>• Art Criticism: Describe, Analyze, Interpret, Judge</li> </ul> <p><b>Assessed Content:</b>    Definition of Symmetry / examples and non-examples in nature, art and various places. (Ex: butterflies, faces, letters, etc.)    Principles of Design: pattern</p> <p><b>Florida Standards</b>  <b>LAFS.4.W.1.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.  <b>MAFS.4.G.1.3</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	<p><b>*VA.4.S.1.4</b></p>	<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Alternating</li> <li>• Random</li> <li>• Regular</li> </ul> <p>Vital movement, rhythm Assemblage Harmony Balance</p> <ul style="list-style-type: none"> <li>• Symmetrical</li> <li>• Asymmetrical</li> <li>• Informal</li> <li>• Radial</li> <li>• Central axis</li> </ul> <p>Variety  <b><i>Close Reading - FCAT prep text.</i></b>  <b><i>Unit 2 task 1, pgs. 12-14.</i></b>  <b><i>Architecture-Pantheon</i></b></p>
<p><b>Arts:</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas/experiences in creating visual art</li> <li>• Context clues to determine meaning in artworks</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Energy and motion</li> <li>• Life Sciences</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Florida history</li> <li>• Florida geography</li> </ul>	<p><b>Follow procedures for using tools, media, techniques, and processes safely and responsibly.</b></p> <ul style="list-style-type: none"> <li>• Know use and care of tools and materials.</li> <li>• Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p><b>Assessed Content:</b>    Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b>  <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.  <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.4.S.3.3</b></p>	<p>Safety (32-3) Procedure Process Guidelines Techniques Responsibility</p>
	<p><b>Discuss the importance of copyright law in regard to the creation and production of art.</b></p> <ul style="list-style-type: none"> <li>• Discuss plagiarism.</li> </ul>	<p><b>VA.4.S.3.4</b></p>	<p>Copyright Plagiarism</p>

	<ul style="list-style-type: none"><li>• Discuss what copying means to the artist creating the original work that is copied and to the “artist” who copies the work of another artist.</li><li>• When distorting figures, look at the cartoons to develop a sense of an artist’s experimentation and imagination to achieve intended effects, but not to copy the character or image</li></ul> <p>Assessed Content:: Copyright and respect for others’ work.</p>		Value work of others <b>Q3f</b>
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**Special Area Grading for 3-5 - CONNECT WITH ART**
**Florida Standards Required by Florida DOE  
for this Course**
**Q3f**
**Outstanding Progress: 90 – 100 Grade Range which defaults to A on report card**

The student articulates personal meaning through innovative use of the structural elements of art and organizational principles of design that exceed established visual criteria and exemplary craftsmanship; demonstrates safe use of tools and materials; understands the importance of and practices appropriate audience, safety, and ethical behaviors.

**Above Average Progress: 80 – 89 Grade Range which defaults to B on report card**

The student creates art based on a variety of ideas; describes art using appropriate art vocabulary, and practices appropriate audience, safety, and ethical behaviors.

**Average Progress: 70-79 Grade Range which defaults to C on report card**

The student completes art following directions or uses common/suggested ideas, uses art vocabulary when prompted, and identifies an art career that is connected to objects in the home or community; knows and usually practices appropriate audience, safety and ethical behaviors.

**Lowest Acceptable Progress: 60-69 Grade Range which defaults to D on report card.**

The student creates art with limited ideation, identifies real or imaginary art object in artworks using limited art vocabulary, names a place where an artist or art is located in the community; may/may not know or follow appropriate audience, safety, or ethical behaviors.

**Course Number: 5001050 Art – Intermediate 2, GRADE 4**  
**Highlighted are Included with visual art standards in Q3f)**

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.4.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.SL.1.3** Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.4.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

**MAFS.4.G.1.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

**Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

<p><b>NIT/ORGANIZING PRINCIPLE:</b> <b>Art in Context – Past and Present</b></p>	<p style="text-align: center;"><b>VISUAL ART - 5001050</b> <b>Art – Intermediate 2: Grade 4</b></p>	<p>3<sup>rd</sup> Marking Period / QUARTER 3 For Marking Period Grade PACING: WEEK 23-27</p>	<div style="border: 2px solid black; padding: 5px; display: inline-block;"> <p><b>Q3s</b></p> </div> <span style="font-size: 2em; font-weight: bold; margin-left: 10px;">4</span>
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**ESSENTIAL QUESTIONS**

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| <ul style="list-style-type: none"> <li>• What art works or cultures have inspired artists and can inspire solutions to visual challenges for student art?</li> </ul> | <ul style="list-style-type: none"> <li>• How are art materials and tools used in a safe manner?</li> <li>• What art works and practices honor and respect others and their works?</li> </ul> |
|--|--|

<p>Text: <b>SRA Art Connections</b> Grade 4</p>	<p style="text-align: center;"><b>Overview of Curriculum – Narrative for Grade 4 (Q3s)</b></p> <p><b>WEEK 23-27</b></p> <p><b>Connect With Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on historical references about artists, their work, style of art, and art skills; time for students to respond creatively to the lesson; and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Integrate ideas during the art-making process to convey meaning in personal works of art.</li> <li>Use accurate art vocabulary to discuss works of art and the creative process.</li> <li>Follow procedures for using tools, media, techniques, and processes safely and responsibly.</li> <li>Identify differences between artworks and utilitarian objects.</li> <li>Identify reasons to display artwork in public places.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> explain meaning and content in personal work with specific details; to know what artists create and where art can be located; and follow directions for safety in the art room.</p>	<p><b>DUE:</b> March:</p> <ul style="list-style-type: none"> <li>• Volusia Students Create Exhibit (March/April event)</li> <li>• Youth Art Month Proclamation ATC display (event)</li> <li>• DeBary: Youth Celebration of the Arts</li> <li>• CrimeStoppers Posters due to Art Office, Brewster Center</li> </ul>
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<b>TOPICS</b>	<p><b>CONNECT w/ ART: Context In Art Past to Present; Art Styles; Artist Integrity Copyright</b></p> <p style="text-align: center;"><b>NGSSS Visual Art STANDARDS</b> <b>Unpacking - Learning Targets</b></p>	<p><b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)</p>
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<p><b>Unit 5- Space, Proportion and Distortion</b></p> <p>Lesson/Activities: Perspective drawing</p> <ol style="list-style-type: none"> <li>1. Point of View</li> <li>2. Foreground, Middle ground, Background</li> </ol>	<p><b>Identify historical and cultural influences that have inspired artists to produce works of art.</b></p> <ul style="list-style-type: none"> <li>❖ Discuss attributes of art works.</li> <li>❖ Use the Art Criticism process</li> <li>❖ What influences did Georgia O’Keeffe bring to Modern Art? How did she change art?</li> <li>❖ What influences did Dale Chihuly bring to modern sculpture? How did he change art?</li> </ul>	<p><b>VA.4.H.1.1</b></p>	<p>Culture Art history Art Period Art Style</p>
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<p>Proportion</p> <ol style="list-style-type: none"> <li>1. Measurements</li> <li>2. Face and Body proportion</li> <li>3. Distortion</li> <li>4. Cartoon characters</li> </ol> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>• Amedeo Modigliani</li> <li>• Pablo Picasso</li> <li>• Salvador Dali</li> <li>• Jacob Lawrence</li> <li>• Georgia O'Keeffe</li> <li>• Dale Chihuly</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Geometry</li> <li>• Algebraic probabilities</li> </ul> <p><b>English/ Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas/experiences in creating visual art</li> <li>• Context clues to determine meaning in artworks</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Energy and motion</li> <li>• Life Sciences</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Florida history</li> <li>• Florida geography</li> </ul>	<p>Assessed Content: Georgia O'Keeffe is well known for her use of flowers and bones painted larger than life as subject matter.</p> <p><b>Florida Standards</b> LAFS.4.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p>		<div style="border: 1px solid black; padding: 5px; display: inline-block;">Q3s</div>
	<p><b>Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.</b></p> <ul style="list-style-type: none"> <li>• Acknowledge/recognize copyright of others</li> <li>• How to examine artwork with appropriate vocabulary</li> <li>• Etiquette while viewing art (look with your eyes and not your hands)</li> </ul> <p>Assessed Content: Discuss how artworks have a cultural style reflecting peoples values, beliefs and ways of perceiving the world.</p> <p><b>Florida Standards</b> LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<b>VA.4.H.1.3</b>	<p>Statue Monument Holiday Ceremony Value Respect</p>
	<p><b>Use a variety of resources and art skills to overcome visual challenges in personal artworks.</b></p> <ul style="list-style-type: none"> <li>❖ Use a variety of resources to assist in ideation</li> <li>❖ Innovation for new ideas is a 21<sup>st</sup> Century Skill</li> </ul>	<b>VA.4.O.2.1</b>	<p>Culture Art History Repeat Skills Resources</p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Textbooks</li> <li>• Personal media</li> <li>• Media center</li> </ul>
	<p><b>Create artworks that integrate ideas from culture or history.</b></p> <ul style="list-style-type: none"> <li>• Apply background knowledge and apply personal interpretations to connect with culture</li> </ul> <p>Assessed Content: Artists can be illustrators in textbooks (science, Social Studies, etc. )</p>	<b>VA.4.S.1.3</b>	<p>Perspective – Central Axis Exaggeration Depth Picture Plane Point Of View Space</p> <p>Profile Proportion.</p>

	<p><b>Follow procedures for using tools, media, techniques, and processes safely and responsibly.</b></p> <ul style="list-style-type: none"> <li>• Know use and care of tools and materials.</li> <li>• Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p><b>Assessed Content:</b>  4-1 Works with art tools, materials and processes safely, appropriately and responsibly  4-7 constantly follows directions/instructions and clean-up procedures.</p> <p><b>Florida Standards</b>  <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting.  <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.4.S.3.3</b></p>	<p>Safety (32-3)  Procedure  Process  Guidelines  Techniques</p> <p>Responsibility</p> <div data-bbox="1892 136 2011 217" style="background-color: black; color: white; padding: 5px; text-align: center; font-weight: bold;">Q3s</div>
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## Special Area Grading for 3-5 - **CONNECT WITH ART**

## Florida Standards Required by Florida DOE for this Course

**Q3s**

### **Outstanding Progress: 90 – 100 Grade Range** which defaults to **A** on report card

The student articulates a “student voice” utilizing ideas generated from the study, purpose, importance and respect for art work influenced by culture, historical period, or specific artist; demonstrates exemplary craftsmanship through safe use of tools and materials.

### **Above Average Progress: 80 – 89 Grade Range** which defaults to **B** on report card

The student uses various resources to complete works with some thought on choices made that reflect culture or history to create personal art work; follows safety procedures

### **Average Progress: 70-79 Grade Range** which defaults to **C** on report card

The student creates art based on incomplete ideas and/or includes few ideas that reflect resources on how people in other cultures and places express their ideas through art; uses art materials safely.

### **Lowest Acceptable Progress: 60-69 Grade Range** which defaults to **D** on report card

The student struggles to create and/or complete art based on cultural or historical resources due to little understanding of how people value their own culture/place in order to express their ideas through art; may or may not be concerned with following safety procedures.

**Course Number: 5001050 Art – Intermediate 2, GRADE 4**  
Highlighted are Included with visual art standards in Q3s)

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.4.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.SL.1.3** Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.4.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

**MAFS.4.G.1.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

### **Mathematical practices**

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

<b>Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS</b> <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			<b>General Visual Arts Rubric</b>
	<b>2D</b>	<b>3D</b>	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.



## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

<p><b>UNIT/ORGANIZING PRINCIPLE:</b> Analysis and Evaluation</p>	<p style="text-align: center;"><b>VISUAL ART - 5001050</b> Art – Intermediate 2: Grade 4</p>	<p>4<sup>th</sup> Marking Period/ QUARTER For Progress report PACING: WEEK 28-31</p>	<div style="border: 2px solid black; padding: 5px; display: inline-block;">Q4f</div> <span style="font-size: 2em; font-weight: bold; margin-left: 10px;">4</span>
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**ESSENTIAL QUESTIONS**

- What art vocabulary is used to discuss how the structural elements unite art compositions by students or artists over time?
- How are art materials and tools used in a safe manner?
  - How are art works improved through focused work?

<p>Text: <b>SRA Art Connections</b> Grade 4</p>	<p style="text-align: center;"><b>Overview of Curriculum – Narrative for Grade 4 (Q4f)</b></p> <p style="text-align: center;"><b>WEEK 28-31 (Formative)</b></p> <p><b>Assess Art</b> is the current topic and students are continually assessed on the concepts included below as they create art.</p> <p>NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction in this grading period or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction based on understanding how to compare art works and talk about personal art and art created by others, time for students to respond creatively to the lesson, and time for clean-up.</p> <p><b>While creating, art students learn to:</b></p> <ul style="list-style-type: none"> <li>Use accurate art vocabulary when analyzing works of art.</li> <li>Follow procedures for using tools, media, techniques, and processes safely and responsibly.</li> <li>Identify the structural elements of art used to unite an artistic composition.</li> <li>Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.</li> <li>Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.</li> </ul> <p><b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> use art materials safely while creating art, compare artworks in detail using accurate art vocabulary to identify changes in the use of the structural art elements and their organizing principles over time, and stay on task to complete art activities and personal artwork on time.</p>	<p><b>REVIEW:</b></p> <ul style="list-style-type: none"> <li>• Georgia O’Keeffe</li> <li>• Dale Chihuly</li> </ul>
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TOPICS	<p><b>ASSESS ART: Ability to Discuss &amp; Evaluate Personal Art And Art of Others in Various Contexts</b></p> <p style="text-align: center;"><b>NGSSS Visual Art STANDARDS</b> Topics - Unpacking - Learning Targets</p>	<p><b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> (text pages)</p>
<p><b>Unit 6- Balance, Harmony</b></p> <p>Lesson/Activities:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>1. Formal</li> <li>2. Informal</li> <li>3. Radial</li> </ul>	<p><b>Use accurate art vocabulary when analyzing works of art.</b></p> <p>Assessed Content: Creates and applies general criteria for evaluating works of art using appropriate vocabulary</p> <p><b>Florida Standards</b> MAFS.K12.MP.6.1: Attend to precision MAFS.K12.MP.7.1: Look for and make use of structure.</p>	<p>Art criticism Structural elements of art Organizational principles of design</p> <p><b><i>Close reading FCAT prep text.</i></b> <b><i>Unit 2 task 1, pgs. 12-14.</i></b> <b><i>Architecture-Pantheon</i></b></p>

<ul style="list-style-type: none"> <li>• Harmony</li> </ul> <p><b>Suggested Artists:</b></p> <ul style="list-style-type: none"> <li>• Judith Leyster</li> <li>• John Singer Sargent</li> <li>• William Johnson</li> <li>• Rosette windows</li> <li>• Barbara Hepworth</li> <li>• Georgia O'Keeffe</li> <li>• Dale Chihuly</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Geometry</li> <li>• Spatial recognition</li> <li>• Fraction</li> <li>• Division</li> <li>• Algebraic probability</li> </ul> <p><b>English/Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Recognize tone and mood in artwork</li> <li>• Recall, interpret, summarize, evaluate</li> <li>• Classify, reorganize, synthesize to create unique piece of art</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Life</li> <li>• Interdependence</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Florida history</li> <li>• Florida geography</li> <li>• Artworks</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Energy and motion</li> <li>• Life Sciences</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Florida history</li> <li>• Florida geography</li> </ul>	<p><b>Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.</b></p> <p><b>Florida Standards</b> MAFS.K12.MP.6.1: Attend to precision.</p>	<p><b>VA.4.F.3.3</b></p>	<p>21<sup>st</sup> century skills</p> <div style="text-align: right; background-color: black; color: white; padding: 5px; font-weight: bold; font-size: 1.2em;">Q4f</div>
	<p><b>Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.</b></p> <p>Assessed Content: Describe how history and culture affect artists and their work</p> <p><b>Florida Standards</b> MAFS.K12.MP.7.1: Look for and make use of structure.</p>	<p><b>VA.4.H.2.1</b></p>	<p>Art criticism Structural elements of art Organizational principles of design Art history</p>
	<p><b>Identify the structural elements of art used to unite an artistic composition.</b></p> <p><b>Florida Standards</b> LAFS.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points. MAFS.K12.MP.7.1: Look for and make use of structure.</p>	<p><b>VA.4.O.1.2</b></p>	<p>Art criticism Structural elements of art Organizational principles of design</p>
	<p><b>Use tools, media, techniques, and processes in a safe and responsible manner.</b></p> <ul style="list-style-type: none"> <li>- Know some materials are not suitable, by law, for grades K-8</li> <li>- Know use and care of tools and materials.</li> <li>- Review class procedures/notes on safety Q1 through Q4 and when necessary</li> </ul> <ul style="list-style-type: none"> <li>❖ MSDS Sheet info <a href="http://dickblick.com/msds">http://dickblick.com/msds</a></li> <li>❖ Art Safety Guide_ <a href="http://web.princeton.edu/sites/ehs/artsafety/">http://web.princeton.edu/sites/ehs/artsafety/</a></li> <li>❖ The Art &amp; Creative Materials Institute, Inc. <a href="http://www.acminet.org/">http://www.acminet.org/</a></li> <li>❖ Safety Tips <a href="http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64">http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64</a></li> </ul> <ul style="list-style-type: none"> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p>Assessed Content: Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b> ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. MAFS.K12.MP.5.1: Use appropriate tools strategically</p>	<p><b>*VA.4.S.3.3</b></p>	<p>Safety (32-33, T12) Procedure Process Guidelines Techniques Responsibility</p>

## Special Area Grading for 3-5 - **ASSESS ART** -

## Florida Standards Required by Florida DOE for this Course

**Q4f**

### **Outstanding Progress: 90 – 100 Grade Range** which defaults to **A** on report card

The student identifies structural elements of art and organizational principles of design found in selected works that unite a composition and makes revisions to personal works that articulate personal meaning exceeding established visual criteria, show evidence of 21<sup>st</sup> century skills, and demonstrate exemplary craftsmanship using tools and materials safely.

### **Above Average Progress: 80 – 89 Grade Range** which defaults to **B** on report card

The student continues to use appropriate art vocabulary when exploring the structural elements in various artworks that unite a composition, uses art materials safely, demonstrates 21<sup>st</sup> century skills, and creates purposeful art.

### **Average Progress: 70-79 Grade Range** which defaults to **C** on report card

The student follows safety procedures during the creative process, uses art vocabulary to identify how some structural elements can unite compositions in various artworks, follows directions to complete works without personal vision, and struggles to complete work on time.

### **Lowest Acceptable Progress: 60-69 Grade Range** which defaults to **D** on report card

The student usually follows safety procedures during the creation process, but struggles to complete work on time, include personal ideas in artwork, or discuss and/or distinguish structural and compositional qualities using appropriate art vocabulary.

**Course Number: 5001050 Art – Intermediate 2, GRADE 4**  
Highlighted are Included with visual art standards in Q4f)

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.4.SL.1.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.SL.1.3** Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.4.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

**MAFS.4.G.1.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

#### Mathematical practices

**MAFS.K12.MP.5.1**: Use appropriate tools strategically.

**MAFS.K12.MP.6.1**: Attend to precision.

**MAFS.K12.MP.7.1**: Look for and make use of structure.

Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**

<p><i>UNIT/ORGANIZING PRINCIPLE:</i> <b>Analysis and Evaluation</b></p>	<p><b>VISUAL ART - 5001050</b> <b>Art – Intermediate 2: Grade 4</b></p>		<p><b>4<sup>th</sup> Marking Period/QUARTER</b> <i>For Marking Period Grade</i> <b>PACING: WEEK 32-36</b></p>	<p><b>Q4s</b> <b>4</b></p>
<p><b>ESSENTIAL QUESTIONS</b></p>				
<ul style="list-style-type: none"> <li>How does the art criticism process provide a method for interpretation, reflection, and analysis of art works, resources for ideation, art processes/production, and connections for other contexts?</li> </ul>		<ul style="list-style-type: none"> <li>How are art materials and tools used in a safe manner?</li> <li>What are the structural and organizational differences or similarities in purpose for art work and utilitarian objects?</li> </ul>		
<p>Text: <b>SRA Art Connections</b> Grade 4</p>	<p><b>Overview of Curriculum – Narrative for Grade 4 (Q4s)</b> <b>WEEK 32-36 (Summative)</b> <b>Assess Art</b> is the current topic and students are continually assessed on the concepts included below as they create art. NOTE: Art class time is 35 minutes per session during each of the 4-5 weeks of instruction, (about 5 ½ hours of elective instruction per each 9-week marking period of 45+/- days) or is dependent on the frequency of art classes for the elective schedule at the school. Each 35-minute class period includes instruction on how to compare art works and talk about personal art, art created by artists and /or connections between the visual arts and other content areas; time for students to respond creatively to the lesson; and time for clean-up. <b>While creating, art students learn to:</b> Manipulate tools and materials to achieve diverse effects in personal works of art. Explore and use media, technology, and other art resources to express ideas visually. Demonstrate the ability to recall art procedures and focus on art processes through to the end of production. Follow procedures for using tools, media, techniques, and processes safely and responsibly. Discuss how artists and designers have made an impact on the community. <b>A student producing work assessed as proficient would be able to demonstrate the ability to</b> create art that reveals personal choices for ideas, media, and processes; identify and describe art in the community; and follow safety procedures.</p>		<p><b>REVIEW:</b></p> <ul style="list-style-type: none"> <li><b>Georgia O’Keeffe</b></li> <li><b>Dale Chihuly</b></li> </ul>	
<p><b>TOPICS</b></p>		<p><b>ASSESS ART: Ability to Discuss &amp; Evaluate Personal Art And Art of Others in Various Contexts</b></p> <p><b>NGSSS Visual Art STANDARDS</b> <b>Topics - Unpacking - Learning Targets</b></p>		<p><b>ACADEMIC LANGUAGE</b> <i>italics = integration</i> <b>(text pages)</b></p>
<p><b>Unit 6- Variety and Unity</b>  Lesson/Activities: • Variety 1. Emphasis</p>	<p><b>Describe observations and apply prior knowledge to interpret visual information and reflect on works of art</b></p> <p>Assessed Content: Creates and applies general criteria for evaluating works of art using appropriate vocabulary</p>		<p><b>NGSSS ART STANDARDS</b> (* are repeated) <b>VA.4.C.1.2</b></p>	<p>Observation, prior knowledge Reflection</p>

<p>2. Unity</p> <p>Suggested Artists:</p> <ul style="list-style-type: none"> <li>Georgia O'Keefe</li> <li>Dale Chihuly</li> <li>Viola Frey</li> <li>Martin Johnson Heade</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>Geometry</li> <li>Spatial recognition</li> <li>Fraction</li> <li>Division</li> <li>Algebraic probability</li> </ul> <p><b>English/Language Arts:</b></p> <ul style="list-style-type: none"> <li>Recognize tone and mood in artwork</li> <li>Recall, interpret, summarize, evaluate</li> <li>Classify, reorganize, synthesize to create unique piece of art</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Life</li> <li>Interdependence</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>Florida history</li> <li>Florida geography</li> </ul>	<p><b>Florida Standards</b> LAFS.4.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p>		<b>Q4s</b>
	<p><b>Use various resources to generate ideas for growth in personal works.</b> Where do ideas come originate? How do students generate ideas? How do students develop innovative ideas?</p>	<b>VA.4.C.2.2</b>	Examine and revise artwork in the art making process Integrate a range of interests, curiosity, attentiveness, complexity, and artistic intention
	<p><b>Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.</b>  Assessed Content: Compare artist's styles by recognizing use of the elements. (Ex: Cubism and shape/value)</p>	<b>VA.4.C.3.2</b>	Art criticism Structural elements of art Organizational principles of design Utilitarian objects
	<p><b>Florida Standards</b> LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. MAFS.K12.MP.7.1: Look for and make use of structure.</p>		
	<p><b>Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.</b>  Assessed Content: Art can be connected to other subject areas and careers. (Ex. John James Audubon-scientist/artist)</p>	<b>VA.4.C.3.3</b>	Art criticism Structural elements of art Organizational principles of design Context
<p><b>Florida Standards</b> LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>			
<p><b>Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.</b>  <b>Florida Standards</b> MAFS.K12.MP.7.1: Look for and make use of structure</p>	<b>VA.4.H.3.1</b>	Art criticism Structural elements of art Organizational principles of design Context	



	<p><b>Use accurate art vocabulary to discuss works of art and the creative process.</b></p> <p>Assessed Content: Review art processes for 2D and 3D Art Forms (Ex. Sculpture, painting, WEAVING)</p> <p><b>Florida Standards</b> MAFS.K12.MP.6.1: Attend to precision MAFS.K12.MP.7.1: Look for and make use of structure</p>	<p><b>*VA.4.S.1.4</b></p>	<p>Art criticism Structural elements of art Organizational principles of design</p> <p><b>Q4s</b></p>
	<p><b>Use tools, media, techniques, and processes in a safe and responsible manner.</b></p> <ul style="list-style-type: none"> <li>- Know some materials are not suitable, by law, for grades K-8</li> <li>- Know use and care of tools and materials.</li> <li>- Review class procedures/notes on safety Q1 through Q4 and when necessary <ul style="list-style-type: none"> <li>❖ MSDS Sheet info <a href="http://dickblick.com/msds">http://dickblick.com/msds</a></li> <li>❖ Art Safety Guide_ <a href="http://web.princeton.edu/sites/ehs/artsafety/">http://web.princeton.edu/sites/ehs/artsafety/</a></li> <li>❖ The Art &amp; Creative Materials Institute, Inc. <a href="http://www.acminet.org/">http://www.acminet.org/</a></li> <li>❖ Safety Tips <a href="http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64">http://www.acminet.org/index.php?option=com_safetytips&amp;view=safetytips&amp;Itemid=64</a></li> </ul> </li> <li>- Demonstrate ongoing responsible use of tools and materials.</li> </ul> <p>Assessed Content: Consistently follows directions, instructions and clean up procedures</p> <p><b>Florida Standards</b> <b>ELD.K12.ELL.SI.1</b> English language learners communicate for social and instructional purposes within the school setting. <b>MAFS.K12.MP.5.1:</b> Use appropriate tools strategically</p>	<p><b>*VA.4.S.3.3</b></p>	<p>Safety (32-33, T12) Procedure Process Guidelines Techniques Responsibility</p>

## Special Area Grading for 3-5 - **ASSESS ART**

## Florida Standards Required by Florida DOE for this Course

**Q4s**

### **Outstanding Progress: 90 – 100 Grade Range** which defaults to **A** on report card

The student articulates, interprets, and reflects on resources, prior knowledge, other content areas, and personal meaning to create and analyze structural elements of art and organizational principles of design found in personal and selected art works. The student also compares the purposes of artwork and utilitarian objects, considers how problem-solving art skills can provide solutions elsewhere, and uses tools and materials safely.

### **Above Average Progress: 80 – 89 Grade Range** which defaults to **B** on report card

The student differentiates between purpose of art and utilitarian objects, uses resources, prior knowledge, other content areas, and personal meaning to create and analyze structural elements and organizational principles found in personal and selected art works. The student also understands that art content involves problem-solving skills and handling art materials safety.

### **Average Progress: 70-79 Grade Range** which defaults to **C** on report card

The student identifies art or utilitarian objects and various art media without comparing them and/or uses limited thought to create and/or integrate non-art content while following art safety guidelines.

### **Lowest Acceptable Progress: 60-69 Grade Range** which defaults to **D** on report card

The student recognizes different objects and art media without explanation or description, includes incomplete personal ideas in works created, struggles to integrate non-art, but may follow art safety guidelines.

**Course Number: 5001050 Art – Intermediate 2, GRADE 4**  
Highlighted are Included with visual art standards in Q4s)

**ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

**LAFS.4.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.SL.1.3** Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.4.W.1.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

**MAFS.4.G.1.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

### Mathematical practices

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**MAFS.K12.MP.7.1:** Look for and make use of structure.

Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS <a href="http://www.faea.org/InnerPage.aspx?id=8">http://www.faea.org/InnerPage.aspx?id=8</a>			General Visual Arts Rubric
	2D	3D	
<b>LEVEL 4</b>  <b>RANGE</b> <b>90 -100%</b>  (A = 3.0 - 4.0)	Shows arrangement of objects on the picture plane Shows evidence of thought in placing objects in environment Indicates relationships between objects Uses color in a convincing or imaginative manner Makes a variety of shapes Uses overlapping forms Represents detail and texture in a convincing or imaginative way	Makes form(s) which vary in height and width Provides recognizable detail(s) Shows variety in surface(s) Shows evidence of thought in developing form(s)	<b>4 Points</b> Student demonstrates a thorough understanding of visual art concepts and/or procedures embodied in the task. The student has responded correctly to the task, used artistically sound procedures, and provided clear and complete explanations and interpretations.
<b>LEVEL 3</b>  <b>RANGE</b> <b>80-89%</b>  (B = 2.5 - 2.99)	Shows objects in different environments Organizes objects effectively in space Uses color variations in hue and value Shows some overlapping forms Uses effective texture and detail	Makes form(s) that vary in height and width Provides some recognizable detail(s) Shows some variety in surface(s) Shows some evidence of thought in developing form(s)	<b>3 Points</b> Student demonstrates an understanding of visual art concepts and/or procedures embodied in the task. The task is essentially correct with the visual art procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of visual art procedures or indications of some misunderstanding of the underlying artistic concepts and/or procedures.
<b>LEVEL 2</b>  <b>RANGE</b> <b>70-79%</b>  (C = 2.00-2.99)	Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail	Makes some variable form(s) Provides few recognizable detail(s) Shows little variety in surface(s) Shows little evidence of thought in developing form(s)	<b>2 Points</b> Student has demonstrated only a partial understanding of visual arts concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks an essential understanding of the underlying artistic concepts.
<b>LEVEL 1</b>  <b>RANGE</b> <b>60-69%</b>  (D = 1.0 - 1.99)	Makes form(s) which generally lack structure & dimension Provides little or no informative details Shows little or no variety in surface treatment(s) Shows little or no thought and decision making in developing form(s) Shows little or no use of principles and elements of design Shows little or no control of media Uses little or no observation skills, imagination or personal expression	Makes form(s) which generally lack structure Provides no recognizable detail(s) Shows little or no variety in surface(s) Shows little or no thought in developing form(s)	<b>1 Point</b> Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.  <b>0 Point</b> Student has provided a completely incorrect or uninterpretable response or no response at all.

## Structural Elements of Art and Organizational Principles of Design

“When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida’s state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.”

### Elements of Art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of Design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

From FL DOE Item Specifications, 2014

## General Rubric for Assessment of Spelling, Punctuation and Grammar

### 4 Points

Spelling of complex and simple words is correct. .  
Effective use of punctuation guides reader through text.  
Shows mastery of grammar Sufficiently long and complex enough.

**Needs little or no editing.**

### 3 Points

Common words are correctly spelled. Spelling of more complex words is usually correct.  
End of sentence punctuation is always correct.  
Few mistakes with internal punctuation.  
May contain lapses in usage but not enough to distract the reader.

**Minimal editing required.**

### 2 Points

Some misspelling of common words.  
End of sentence punctuation is usually correct. Internal punctuation contains some errors.  
Text may be too simple to demonstrate mastery. Errors in usage may interfere with meaning.

**Significant editing required.**

### 1 Point

Frequent misspellings of common words.  
Incorrect or random use of end of sentence punctuation.  
Little or no internal punctuation.  
Infrequent or incorrect use of capitalization.  
Errors so severe that it is difficult to focus on meaning.

**Excessive editing required.**