

## 4th Grade –3rd Nine Weeks

<i>Big Ideas</i>		<u>Content</u>	
Balance	Form	Rhythm/Movement	Creativity/Inquiry
<p><b>Balance</b>  <b>Symmetry/Formal Balance</b>  <b>Asymmetry</b></p>	<p><b>3-Dimensional Form</b>  <b>Functional Form</b>  <b>Non-Functional Form</b>  <b>Geometric &amp; Organic Form</b></p>	<p><b>Movement through Rhythm</b></p>	<p>Use of imagination and student voice                      Peer &amp; Teacher review                      Self-Asses                      Teacher observation                      Specific/Verbal feedback</p>

<i>List of Standards corresponding to learning Targets: standards listed apply to big ideas for this nine weeks</i>	<b>Standards</b>
	<p>VA.4.C.1.1 - Integrate ideas during the art-making process to convey meaning in personal works of art.</p> <p>VA.4.C.1.2 - Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.</p> <p>VA.4.S.1.4 – Use accurate art vocabulary to discuss works of art and the creative process.</p> <p>VA.4.S.2.1 – Organize the structural elements of art to achieve an artistic objective.</p> <p>VA.4.S.3.4 - Discuss the importance of copyright law in regard to the creation and production of art.</p> <p>VA.4.O.1.1 – Use the structural elements of art and organizational principles of design to understand the art-making process</p> <p>VA.4.H.1.1 – Identify historical and cultural influences that have inspired artists to produce works of art.</p> <p>VA.4.H.1.2 – Identify suitable behavior for various art venues and events.</p> <p>VA.4.F.1.1 - Combine art media with innovative ideas and techniques to create two-and/or three-dimensional works of art.</p> <hr style="border-top: 1px dashed black;"/> <p>MACC.K12.MP.5.1: Use appropriate tools strategically.</p> <p>MACC.K12.MP.6.1: Attend to precision.</p> <p>LACC.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>

**List what we want to accomplish at this level of development (Goals)**

**Learning Targets**

Describe how symmetrical balance can be used in artworks? Discuss symmetrical balance in master works of art and why they are important to the composition.	Demonstrate an understanding of how three-dimensional (3-D) form be used in art?	Demonstrate an understanding of Movement and Rhythm in art; describe what the difference between them is.	During assignment, confirm acquisition of knowledge and skills.
Demonstrate an understanding of the difference between radial balance and symmetrical balance.	Use value to create visual 3 Dimensional forms in an artwork.	How can repetition be used to create rhythm and movement in an artwork?	
Create works of art using asymmetrical balance.	Create functional and non-functional sculptures using various media.		

**Students will be able to... (will correspond to LTs)**

**Success Criteria**

Create an artwork that uses symmetrical and radial balance.	Draw a still life using value to create 3 Dimensional forms in the artwork.	Students will be able to describe and/or demonstrate how repetition is used to create rhythm and indicate movement in their artwork.	Students will be able to describe and/or demonstrate how to consider different points of view and experiment with the Elements and Principles of art in their work.
Create an artwork using radial balance; include repetitive elements to create a sense of movement or rhythm.	Create a functional 3 Dimensional artwork using clay or a similar media.	Show movement in an artwork; i.e. blowing wind, hair, a figure running, trees bending and leaves falling, etc.	Students are able to demonstrate their creativity and use their own artistic voice to accomplish the visual task.  Students are able to write an artist statement/present their work describing the decision-making process while using the lesson vocabulary correctly.
Use color and line to create an artwork with asymmetrical balance.	Experiment with various media in the creation of non-functional sculptures.	Use line to to express movement and show emotion in an artwork.	Students are able to critique their work and the work of others using the art lesson vocabulary correctly.

*Vocabulary for 3rd Nine Weeks*

**Vocabulary**

**Symmetrical**  
**Asymmetrical**  
**Radial**

**Form**  
**3 Dimensional**  
**Geometric**  
**Organic/free form**

**Sculpture**

**Rhythm**  
**Movement**

**Repetition**  
**Expressive Line**

**Critique**  
**(peer review)**

**Presentation/**  
**Artist Statement (self-assessment)**

**Teacher Review**  
**(verbal feedback/**  
**visual observation)**