Volusia County Schools ART Curriculum Map

ART – INTERMEDIATE 2: GRADE 4

(5001050)
The School Board of Volusia County
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Phase 4 – Nancy Hatch, Barbara Wells, Richard West, Margaret Williams
Update – July 2016

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](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 21st-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, 21st-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

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

  - 1ST 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.SL.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.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, 21st Century Skills
# General Visual Arts Rubric

**Grades 3-5  FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS**


<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>RANGE 90 - 100%</th>
</tr>
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<tbody>
<tr>
<td>Shows arrangement of objects on the picture plane</td>
<td>Makes form(s) which vary in height and width</td>
</tr>
<tr>
<td>Shows evidence of thought in placing objects in environment</td>
<td>Provides recognizable detail(s)</td>
</tr>
<tr>
<td>Indicates relationships between objects</td>
<td>Shows variety in surface(s)</td>
</tr>
<tr>
<td>Uses color in a convincing or imaginative manner</td>
<td>Shows evidence of thought in developing form(s)</td>
</tr>
<tr>
<td>Makes a variety of shapes</td>
<td></td>
</tr>
<tr>
<td>Uses overlapping forms</td>
<td></td>
</tr>
<tr>
<td>Represents detail and texture in a convincing or imaginative way</td>
<td>4 Points</td>
</tr>
<tr>
<td>Shows objects in different environments</td>
<td>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.</td>
</tr>
<tr>
<td>Organizes objects effectively in space</td>
<td></td>
</tr>
<tr>
<td>Uses color variations in hue and value</td>
<td></td>
</tr>
<tr>
<td>Shows some overlapping forms</td>
<td></td>
</tr>
<tr>
<td>Uses effective texture and detail</td>
<td></td>
</tr>
<tr>
<td>Shows objects in different environments</td>
<td>Makes form(s) that vary in height and width</td>
</tr>
<tr>
<td>Organizes objects effectively in space</td>
<td>Provides some recognizable detail(s)</td>
</tr>
<tr>
<td>Uses color variations in hue and value</td>
<td>Shows some variety in surface(s)</td>
</tr>
<tr>
<td>Shows some overlapping forms</td>
<td>Shows some evidence of thought in developing form(s)</td>
</tr>
<tr>
<td>Uses effective texture and detail</td>
<td>3 Points</td>
</tr>
<tr>
<td>Shows objects in different environments</td>
<td>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.</td>
</tr>
<tr>
<td>Organizes objects effectively in space</td>
<td></td>
</tr>
<tr>
<td>Uses color variations in hue and value</td>
<td></td>
</tr>
<tr>
<td>Shows some overlapping forms</td>
<td></td>
</tr>
<tr>
<td>Uses effective texture and detail</td>
<td></td>
</tr>
<tr>
<td>Shows objects in different environments</td>
<td>Makes some variable form(s)</td>
</tr>
<tr>
<td>Organizes objects effectively in space</td>
<td>Provides few recognizable detail(s)</td>
</tr>
<tr>
<td>Uses color variations in hue and value</td>
<td>Shows little variety in surface(s)</td>
</tr>
<tr>
<td>Shows some overlapping forms</td>
<td>Shows little evidence of thought in developing form(s)</td>
</tr>
<tr>
<td>Uses effective texture and detail</td>
<td>2 Points</td>
</tr>
<tr>
<td>Shows objects in different environments</td>
<td>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.</td>
</tr>
<tr>
<td>Organizes objects effectively in space</td>
<td></td>
</tr>
<tr>
<td>Uses color variations in hue and value</td>
<td></td>
</tr>
<tr>
<td>Shows some overlapping forms</td>
<td></td>
</tr>
<tr>
<td>Uses effective texture and detail</td>
<td></td>
</tr>
<tr>
<td>Shows objects in different environments</td>
<td>Makes form(s) which generally lack structure &amp; dimension</td>
</tr>
<tr>
<td>Organizes objects in isolation</td>
<td>Provides little or no informative details</td>
</tr>
<tr>
<td>Places shapes in isolation</td>
<td>Shows little or no variety in surface treatment(s)</td>
</tr>
<tr>
<td>Shows some evidence of order</td>
<td>Shows little or no thought and decision making in developing form(s)</td>
</tr>
<tr>
<td>Shows some use of organized color</td>
<td>Shows little or no use of principles and elements of design</td>
</tr>
<tr>
<td>Indicates some texture and detail</td>
<td>Shows little or no control of media</td>
</tr>
<tr>
<td>Makes form(s) which generally lack structure &amp; dimension</td>
<td>Shows little or no observation skills, imagination or personal expression</td>
</tr>
<tr>
<td>Provides little or no informative details</td>
<td>1 Point</td>
</tr>
<tr>
<td>Shows little or no variety in surface treatment(s)</td>
<td>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.</td>
</tr>
<tr>
<td>Shows little or no thought and decision making in developing form(s)</td>
<td>Makes form(s) which generally lack structure</td>
</tr>
<tr>
<td>Shows little or no use of principles and elements of design</td>
<td>Provides no recognizable detail(s)</td>
</tr>
<tr>
<td>Shows little or no control of media</td>
<td>Shows little or no variety in surface(s)</td>
</tr>
<tr>
<td>Uses little or no observation skills, imagination or personal expression</td>
<td>Shows little or no thought in developing form(s)</td>
</tr>
<tr>
<td>Makes form(s) which generally lack structure</td>
<td>0 Point</td>
</tr>
<tr>
<td>Provides little or no informative details</td>
<td>Student has provided a completely incorrect or uninterpretable response or no response at all.</td>
</tr>
<tr>
<td>Shows little or no variety in surface treatment(s)</td>
<td></td>
</tr>
<tr>
<td>Shows little or no thought and decision making in developing form(s)</td>
<td></td>
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<tr>
<td>Shows little or no use of principles and elements of design</td>
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<td>Uses little or no observation skills, imagination or personal expression</td>
<td></td>
</tr>
</tbody>
</table>
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 Conventions 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
- 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

SHAPE: Pg. 64-65 (Unit Plan Guide), pg. 65B (define) pg. 66-69 (Geometric Shapes), 69B (define) pg. 70-73 (Free-Form Shapes).

FOCUS: Activate prior knowledge, literature, thematic connections, purpose, compare/contrast, art history & culture.

DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 68, 72.

ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 69, 73.

ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 65B, 69B

ASSESSMENT: Stuart Davis pg. 64, John Biggens pg. 66, 90, Joaquin Torres-Garcia pg. 67, Minnie Evans pg. 70, Elizabeth Murray pg. 71.

FORM: Pg. 124-125 (Unit Plan Guide), pg. 125B , 126-129 (Forms), 129B 130-133 (Additive Sculpture), 133B, 134-137 (Subtractive Sculpture).

FOCUS: Activate prior knowledge, thematic connections, literature, art history & culture.

DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 128, 132, 136.


ARTS INTEGRATED (Theatre, Music, Movement & Dance): pg. 125B, 129 B, 133B

ASSESSMENT: pg. 129A, 133A, 137A, Unit pg. 152.


COLOR: 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).

FOCUS: Activate prior knowledge, literature, thematic connections, history & culture, main ideas & details, fact & opinion, compare/contrast.

DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 88, 102, 106 110.

ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 89, 93, 107, 111.

ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 95B, 99B, 103 B, 107B.


ARTISTS: Miriam Shapiro pg. 94, David Hockney pg. 96, Stuart Davis pg. 97, Milton Avery pg 100, Z. Vanessa Helder 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’Keefe pg. 118, Malcah Zeldis pg. 1117, Paul Gaugin pg. 120.

VALUE: Pg. 4.9-95 (Unit Plan Guide), Pg. 111, 112-115 (Tints & Shades), pg. 115B, 116-119 (Color Moods)

FOCUS: Activate Prior Knowledge, literature, thematic connections, art history & culture. cause & effect, drawing conclusions.

DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 114, 118.


ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 111B, 115 B.

ASSESSMENT: Pg. 115A, 119A, Unit p. 122.


FOCUS: Activate prior knowledge, thematic connections, literature, cooperation & completion, compare/contrast, fact & opinion, art history & culture.

DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 140, 144.


ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 137B, 141B.

ASSESSMENT: Pg. 141A, 145A, Unit pg. 152.

ARTISTS: Romare Bearden 138, Lee Krasner. 139, Sandy Skoglund 142, Chryssa 143.
RESOURCES: GRADE 4 - ORGANIZATIONAL PRINCIPLES OF DESIGN

**PATTERN:**
Pg. 64-65 (Unit Plan Guide), 173 B, 74-77 (Pattern)

**FOCUS:** Activate prior knowledge, literature, thematic connection, art history & culture,
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): Pg. 77
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 77
ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 73B
ARTISTS:
Caroyn Mazloomi pg. 74, Eliot Elisofon pg. 75

**ASSESSMENT:** 77A

**RHYTHM:**
Pg. 77B, 78-81 (Visual Rhythm), 81B, 82-85 (Rhythm & Movement), 85B, 86-89 (Flowing Rhythm).

**FOCUS:** Activate prior knowledge, literature, thematic connection, art history & culture, summarizing, fact & opinion, making inferences.
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): pg. 80, 84, 88.
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): pg. 81, 85, 89.
ARTS INTEGRATED (Theatre, Music, Movement & Dance): pg. 77B, 81B, 85B
ASSESSMENT: pg. 81A, 85A, 89A.
ARTISTS:
Chief Black Hawk pg. 78, Joan Miró pg. 79, Patssi Valdez pg. 82, Richard Pousette-Dart, 83, Allan Houser pg. 86, Katsusikia Hokusai pg. 87.

**EMPHASIS:**
Pg. 124-125 (Unit Plan Guide), 145B, 146-149 (Emphasis), Pg. 184-185 (Unit Plan Guide), pg. 201B, pg. 202-205 (Variety and Emphasis).

**FOCUS:** Activate prior knowledge, literature, thematic connections, mood, predicting outcomes, art history & culture,
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): pg. 170, 174, 178.
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): pg. 171, 175, 179.
ARTS INTEGRATED (Theatre, Music, Movement & Dance): pg. 167B, 171B, 175B.
ASSESSMENT: P. 171A, 175A, 179A, Unit Plan 182.
ARTISTS:
Auguste Renoir. 168, Robert Henri 169, Andrea del Verrocchio 172, Duane Hanson 173, Salvador Dalí. 176, Marc Chagall pg. 177, Jacob Lawrence 180

**BALANCE:**

**FOCUS:** Prior knowledge, literature, thematic connections, summarizing, compare & contrast, imbalance, art history & culture.
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): pg. 198, 192, 196.
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 189, 193, 197.
ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 185B, 189B, 193B.
ARTISTS:

**PROPORTION:**
Pg. 154-155 (Unit Plan Guide), Pg. 167B, 168-171 (Face Proportion), Pg. 171B, 172-175 (Distortion).

**FOCUS:** Activate prior knowledge, literature, thematic connections, mood, predicting outcomes, art history & culture.
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): pg. 170, 174, 178.
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 171, 175, 179.
ARTS INTEGRATED (Theatre, Music, Movement & Dance): pg. 167B, 171B, 175B.
ASSESSMENT: P. 171A, 175A, 179A, Unit Plan 182.
ARTISTS:
Mary A. Jackson 206, Artist unknown (Apache Basket) 207

**HAZARD:**

**FOCUS:** Prior knowledge, literature, thematic connections, summarizing, compare & contrast, imbalance, art history & culture.
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): pg. 198, 192, 196.
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): Pg. 189, 193, 197.
ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 185B, 189B, 193B.
ARTISTS:
Vladimir Baranoff-Rossine198, Barbara Hepworth 199

**UNITY:**
Pg. 184-185 (Unit Plan Guide). 197B, 198-201 (Harmony).

**FOCUS:** Activate Prior Knowledge, literature, art history & culture, summarizing, compare/contrast, thematic connections.
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): pg. 200.
ARTS INTEGRATED (Theatre, Music, Movement & Dance): Pg. 197B
ASSESSMENT: Pg. 201A, Unit P. 212.
ARTISTS:
Mary A. Jackson 206, Artist unknown (Apache Basket) 207

**VARIETY:**
Pg. 201B, pg. 202-205 (Variety and Emphasis).

**FOCUS:** Activate prior knowledge, literature, thematic connections, details, art history & culture.
DIFFERENTIATED INSTRUCTION (Reteach, Special Need, ELL): pg. 204
ART ACROSS THE CURRICULUM (Writing, Math, Science, Social Studies, Technology): pg. 205
ARTS INTEGRATED (Theatre, Music, Movement & Dance): 201B.
ASSESSMENT: 205A.
ARTISTS:
Georgia O’Keeffe. 202, Martin Johnson Heade. 203
### ADDITIONAL RESOURCES Found in Teacher Text: SRA Art Connections - Grade 4

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**Teacher’s Handbook** (end of teacher text after Glossary)

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- The Elementary Art Curriculum – T2
- About Aesthetic Perception – T3
- Introductory to Art History – T4-5
- Art Criticism – T6
- Meeting Standards – T7
- Development of Children’s Art – T8
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- Importance of Cultural Diversity through Art – T20
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- World Museum Resources – T26-29
- Program Scope and Sequence – T30-33
- Program Glossary (K-5) – 34-39
- Program Index (K-5) – T40-48

**Not new NGSSS** - Non-updated Florida Sunshine State Standards information

- Florida Handbook FL1
- State of the Arts in Florida – FL2-3
- Florida Museum Resources – FL4-5
- Correlation to Sunshine State Standards (old) and Grade Level Expectations - FL6-29
## ARTISTS - FIRST SEMESTER

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

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<tr>
<th>MONTH</th>
<th>DAY</th>
<th>ARTIST</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>MP</th>
<th>Medium</th>
<th>Culture</th>
<th># grades ARTIST IS FOUND</th>
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<tbody>
<tr>
<td>AUGUST</td>
<td>6</td>
<td>Andy Warhol</td>
<td></td>
<td></td>
<td></td>
<td>202</td>
<td></td>
<td></td>
<td>M</td>
<td>POP</td>
<td>Amer.</td>
<td>1</td>
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<tr>
<td>SEPTEMBER</td>
<td>7</td>
<td>Jacob Lawrence</td>
<td>83</td>
<td>101</td>
<td>56</td>
<td>82</td>
<td>35</td>
<td>60</td>
<td>180</td>
<td>M</td>
<td>Mixed - stories</td>
<td>African - Amer.</td>
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<td>SEPT. 9</td>
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<td>Dale Chihuly</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Glass Sculptor</td>
<td>American</td>
<td>0</td>
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<td>OCTOBER</td>
<td>21</td>
<td>Katshushika Hokusai</td>
<td>34</td>
<td>35</td>
<td>49</td>
<td>117</td>
<td>53</td>
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<td>Edo Period</td>
<td>Asian</td>
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<td>NOV. 15</td>
<td>5</td>
<td>Georgia O’Keeffe</td>
<td>75</td>
<td>109</td>
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<td>Painting</td>
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<td>animation</td>
<td>Amer. + Orlando</td>
<td>3</td>
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<td>5</td>
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<td>202</td>
<td>94</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>painting</td>
<td>muralist</td>
<td>Mexican</td>
</tr>
</tbody>
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## ARTISTS - SECOND SEMESTER

### JANUARY 19

**Paul Cezanne**  
1/19/1839 – 10/22/1906  
86 87  
45 120  
M  
Painting  
Postimpressionism  
French  
3  
[http://www.paulcezanne.org/index_uk.html](http://www.paulcezanne.org/index_uk.html)  
[http://www.youtube.com/watch?v=mQfWz1k7IU](http://www.youtube.com/watch?v=mQfWz1k7IU) = bio  

**Louis Comfort Tiffany**  
2/18/1848 – 1/17/1933  
56  
M  
Art Nouveau  
Stained glass  
Amer. + Orlando  
1  
[http://www.youtube.com/watch?v=6QxSZVVDVE8](http://www.youtube.com/watch?v=6QxSZVVDVE8) = bio  

**Ansel Adams**  
2/20/1902 – 4/22/1984  
109  
57  
M  
Photography  
B&W  
Amer.  
2  
[http://www.youtube.com/watch?v=E0zRwY4pzQ](http://www.youtube.com/watch?v=E0zRwY4pzQ)  
[http://www.youtube.com/watch?v=ZND3eczqoIA](http://www.youtube.com/watch?v=ZND3eczqoIA)  

### FEBRUARY 20

**Jennifer Bartlett**  
3/14/1941 - today  
164  
F  
Mixed  
-painting + dots  
Amer.  
1  
[http://www.youtube.com/watch?v=9vov-PFtAm4](http://www.youtube.com/watch?v=9vov-PFtAm4) = studio  
[http://www.youtube.com/watch?v=aarI8PS96mw](http://www.youtube.com/watch?v=aarI8PS96mw) = work  

### MARCH 14

**John James Audubon**  
131 198 154 155  
M  
wildlife  
portraiture  
Amer. illustrator  
2  
[http://monet.unk.edu/mona/artexplr/audubon/audubon.html](http://monet.unk.edu/mona/artexplr/audubon/audubon.html)  
[http://www.audubon.org/nas/jja.html](http://www.audubon.org/nas/jja.html)  
[http://www.youtube.com/watch?v=xV05Xk82mzo](http://www.youtube.com/watch?v=xV05Xk82mzo)  
[http://www.youtube.com/watch?v=ZND3eczqoIA](http://www.youtube.com/watch?v=ZND3eczqoIA)  

### APRIL 26

**Marisol Escobar**  
5/22/1930 - today  
90  
F  
Sculpture  
mixed  
Venezuela  
1  
[http://www.tfaoi.com/aa/2aa/2aa661.htm](http://www.tfaoi.com/aa/2aa/2aa661.htm)  
[http://www.youtube.com/watch?v=zrrHiQWg7Y](http://www.youtube.com/watch?v=zrrHiQWg7Y) w/ 3 other women artists  
[http://www.youtube.com/watch?v=zRFhH0XQypA](http://www.youtube.com/watch?v=zRFhH0XQypA) = sculpture in motion  

### MAY 22

**Frank Lloyd Wright**  
6/8/1867 – 4/9/1959  
138  
M  
Architecture  
Prairie  
Amer.  
1  
[http://www.delmaras.com/wright/flw1.htm](http://www.delmaras.com/wright/flw1.htm)  
[http://www.flsouthern.edu/flwctr/](http://www.flsouthern.edu/flwctr/)  
[http://www.youtube.com/watch?v=Y3Vmhl87iqM](http://www.youtube.com/watch?v=Y3Vmhl87iqM) = documentary  

### JUNE 8

**Henry Moore**  
7/30/1898 – 8/31/1986  
134 207  
64  
M  
Abstract  
sculpture  
British  
4  
[http://www.henry-moore-fdn.co.uk/](http://www.henry-moore-fdn.co.uk/)  
[http://www.bluffton.edu/~sullivann/mooretoronto/mooretoronto.html](http://www.bluffton.edu/~sullivann/mooretoronto/mooretoronto.html)  
[http://www.nga.gov/exhibitions/mooreintro.shtm](http://www.nga.gov/exhibitions/mooreintro.shtm)  
[http://www.youtube.com/watch?v=IDyjHb-3bU](http://www.youtube.com/watch?v=IDyjHb-3bU) = sculptures  
[http://www.youtube.com/watch?v=8ZAd-eBoD8](http://www.youtube.com/watch?v=8ZAd-eBoD8) = documentary
Partnership for 21st Century Skills

The 4C’s – Communication, Collaboration, Critical Thinking, and Creativity


21st Century Skills are embedded in NGSSS Visual Art

http://www.artsed avalanche.org/research/21st-century-skills-arts-map for general information


The Partnership for 21st 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 4th grade, 8th grade, and 12th grade levels.

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
UNIT/ORGANIZING PRINCIPLE: Organizing Thoughts to Create and Complete Art

VISUAL ART - 5001050
Art – Intermediate 2: Grade 4

ESSENTIAL QUESTIONS

| What is art? How are art objects described? What are the uses? Where is art found? |
| What are sources for art ideas? How are art ideas integrated into the creative process? What art vocabulary is important to understand for personal art development? |
| How is the understanding of the art processes used to improve artwork and art safety? What are differences between artworks and utilitarian objects? Why is it important to display one’s work? |

UNIT/ORGANIZING PRINCIPLE:
Organizing Thoughts to Create and Complete Art

Overview of Curriculum – Narrative for Grade 4 (Q1f)

Text: 
SRA Art Connections
Grade 4

WEEK 1-4

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:

- Develop a range of interests in the art-making process to influence personal decision-making.
- Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
- Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
- Use tools, media, techniques, and processes in a safe and responsible manner.
- Describe the ways in which artworks and utilitarian objects impact everyday life.
- Discuss artworks found in public venues to identify the significance of the work within the community.

A student producing work assessed as proficient would be able to demonstrate the ability to explain personal work with specific details; know what artists create and where art can be located; and follow directions for safety in the artroom.

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 Unpacking - Learning Targets

| Integrate ideas during the art-making process to convey meaning in personal works of art. |
| Brainstorm ways to convey meaning in art works. |
| What makes meaning? |
| Why do images, items, people, etc. have meaning to us? |
| Describe the ways art is personal. |
| Identify meaning in art works. |

STANDARDS

(*) are repeated

VA.4.C.1.1

ACADEMIC LANGUAGE

italics = integration (text pages)

Art vocabulary Description Main idea

21st Century Skills
- Revise
- Resolve
- Practice
### Suggested Artists:
- Wassily Kandinsky
- Henri Matisse
- Katsushika Hokusai
- Paul Cezanne
- Emily Carr

### Math
- Multiplication/Division
- Number sense
- Fractions
- Geometry

### English/Language Arts
- Main Idea/Point of View
- Fluency and Comprehension of Art
- Reading for Text Complexity

### Science
- Science Process
- Space
- Earth

### Social Studies
- Florida History
- Florida geography
- Cultural integration

| Assessed Content: Selects media to effectively communicate an idea. | **VA.4.H.2** | • Perseverance  
  o Delayed gratification |
| Identify differences between artworks and utilitarian objects. |
| - Review the differences between art objects and utilitarian objects. |
| Assessed Content:  
| Describe how artwork can be utilitarian and give examples of each. (furniture, blankets, plates and dishes, pottery.) Artwork can be aesthetic and be useful. |
| **Florida Standards**  
| 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. |

| Identify reasons to display artwork in public places. |
| - Review reason artwork is displayed at venue in community. |
| - Discuss emotional responses that the public might feel  
  - Pleased to have beauty (or not) to look at/reflex upon.  
  - Describe what makes the item an aesthetic addition or not. |
| **Florida Standards**  
| LAFS.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points. |

| Use accurate art vocabulary to discuss works of art and the creative process. |
| - Review Grade 3 terms when viewing personal art work or works by others. |
| - Discuss, demonstrate, practice grade 3 and 4 drawing skills. |
| - Use grade 3 and grade 4 drawing skills to create art works. |
| - Discuss attributes of drawing skills in other art works. |
| Assessed Content:  
| Structural Elements of Art: value (light to dark)  
  primary and secondary colors, cool and warm colors, shape (geometric, free-form, organic) |
| **Florida Standards**  
| 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. |

### Attribute
- Function
- Artworks
- Aesthetic
- Non-utilitarian
- Utilitarian objects
- Useful
- Functional

- Bulletin boards  
  - Exhibits  
  - Museums  
  - Festivals  
  - Celebration  
  - Sale  
  - Advertisement

### Writing/speaking skills
- Convey ideas
- Reason
- Evidence
**Follow procedures for using tools, media, techniques, and processes safely and responsibly.**
- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.

**Assessed Content:**
Consistently follows directions, instructions and clean up procedures

**Florida Standards**
- **ELD.K12.ELL.SL.1** English language learners communicate for social and instructional purposes within the school setting.
- **MAFS.K12.MP.5.1** Use appropriate tools strategically

<table>
<thead>
<tr>
<th>Safety (32-33, T12)</th>
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<tr>
<td>Guidelines</td>
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<td>Procedures,</td>
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<tr>
<td>Process</td>
</tr>
<tr>
<td>Techniques</td>
</tr>
<tr>
<td>Responsibility</td>
</tr>
</tbody>
</table>

*VA.4.S.3.3*
**Special Area Grading - INNOVATE ART**

**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.

---

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

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.
<table>
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<tr>
<th>LEVEL 4</th>
<th>2D</th>
<th>3D</th>
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</thead>
<tbody>
<tr>
<td>RANGE 90 -100%</td>
<td>Shows arrangement of objects on the picture plane</td>
<td>Makes form(s) which vary in height and width</td>
</tr>
<tr>
<td>(A = 3.0 - 4.0)</td>
<td>Shows evidence of thought in placing objects in environment</td>
<td>Provides recognizable detail(s)</td>
</tr>
<tr>
<td></td>
<td>Indicates relationships between objects</td>
<td>Shows variety in surface(s)</td>
</tr>
<tr>
<td></td>
<td>Uses color in a convincing or imaginative manner</td>
<td>Shows evidence of thought in developing form(s)</td>
</tr>
<tr>
<td></td>
<td>Makes a variety of shapes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses overlapping forms</td>
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</tr>
<tr>
<td></td>
<td>Represents detail and texture in a convincing or imaginative way</td>
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</table>

4 Points
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.

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>2D</th>
<th>3D</th>
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</thead>
<tbody>
<tr>
<td>RANGE 80-89%</td>
<td>Shows objects in different environments</td>
<td>Makes form(s) that vary in height and width</td>
</tr>
<tr>
<td>(B = 2.5 - 2.99)</td>
<td>Organizes objects effectively in space</td>
<td>Provides some recognizable detail(s)</td>
</tr>
<tr>
<td></td>
<td>Uses color variations in hue and value</td>
<td>Shows some variety in surface(s)</td>
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<tr>
<td></td>
<td>Shows some overlapping forms</td>
<td>Shows some evidence of thought in developing form(s)</td>
</tr>
<tr>
<td></td>
<td>Uses effective texture and detail</td>
<td></td>
</tr>
</tbody>
</table>

3 Points
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.

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANGE 70-79%</td>
<td>Organizes objects in space</td>
<td>Makes some variable form(s)</td>
</tr>
<tr>
<td>(C = 2.00-2.99)</td>
<td>Places shapes in isolation</td>
<td>Provides few recognizable detail(s)</td>
</tr>
<tr>
<td></td>
<td>Shows some evidence of order</td>
<td>Shows little variety in surface(s)</td>
</tr>
<tr>
<td></td>
<td>Shows some use of organized color</td>
<td>Shows little evidence of thought in developing form(s)</td>
</tr>
<tr>
<td></td>
<td>Indicates some texture and detail</td>
<td></td>
</tr>
</tbody>
</table>

2 Points
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.

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANGE 60-69%</td>
<td>Makes form(s) which generally lack structure &amp; dimension</td>
<td>Makes form(s) which generally lack structure</td>
</tr>
<tr>
<td>(D = 1.0 - 1.99)</td>
<td>Provides little or no informative details</td>
<td>Provides no recognizable detail(s)</td>
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<tr>
<td></td>
<td>Shows little or no variety in surface treatment(s)</td>
<td>Shows little or no variety in surface(s)</td>
</tr>
<tr>
<td></td>
<td>Shows little or no thought and decision making in developing form(s)</td>
<td>Shows little or no thought in developing form(s)</td>
</tr>
<tr>
<td></td>
<td>Shows little or no use of principles and elements of design</td>
<td></td>
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<tr>
<td></td>
<td>Shows little or no control of media</td>
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<tr>
<td></td>
<td>Uses little or no observation skills, imagination or personal expression</td>
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</tr>
</tbody>
</table>

1 Point
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.

0 Point
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 Conventions 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

#### 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?

#### 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 art.
- 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.

#### Topics

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

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

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>(*) are repeated</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA.4.C.2.1</td>
<td></td>
</tr>
</tbody>
</table>

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

- 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**

**DUE:**
- September
  - Art Teachers’ Exhibit/ArtHaus
  - Volusia County Schools – Safety Poster Contest
- October
  - FAEA Conference
  - Volusia County Fair

**Academic Language**

*italics = integration (text pages)*

**Review**
- Revise
- Review
- Exhibit
- School display
| Develop and support ideas from various resources to create unique artworks. |
| - Discuss source of ideas. |
| - Discuss the different kinds of resources that can be used as sources for ideas. |
| - Discuss how to brainstorm ideas in sketches (sketchbook) or as a group. |
| - Discuss how ideas are integrated to complete image. |

**Assessed Content:**
Creates personally meaningful works drawn from experience, observation or imagination

| Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art. |
| - Pursue more than one art solution. |
| - Use criteria to select work for display. |
| - Discuss the attributes of 2D and/or 3D art. |

**Florida Standards**
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.

| Collaborate with peers in the art room to achieve a common art goal. |
| - Discuss how a common goal is selected. |

**Assessed Content:**
Creates personally meaningful works drawn from experience, observation or imagination

| Apply meaning and relevance to document self or others visually in artwork. |
| - Adhere to objectives to create a meaningful art solution. |
| - Discuss the problems of copying another’s work as their own. |
| - Discuss how the artwork is the documentation of a concept. |

**Observation vs. copying**
Culture
News/entertainment media
Environment
Overlap

**Visual communication**
Solution
2D art
3D art

**Collaboration 21st Century Skills (MAP p. 13)**

| Relevance Documentation |
| - Artwork |
| - Writing |
| - Speaking |

Review plagiarism
<table>
<thead>
<tr>
<th>Follow procedures for using tools, media, techniques, and processes safely and responsibly:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Know use and care of tools and materials.</td>
</tr>
<tr>
<td>- Demonstrate ongoing responsible use of tools and materials.</td>
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</tbody>
</table>

**Assessed Content:**
Consistently follows directions, instructions and clean up procedures

**Florida Standards**
- **ELD.K12.ELL.SI.1** 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.
- **MAFS.K12.MP.5.1:** Use appropriate tools strategically

**VA.S.3.2**

**Safety (32-33, T12)**
- Guidelines
- Procedures
- Process
- Techniques
- Responsibility

**21st Century Skill (MAP p. 13)**
- Following Directions
**Special Area Grading - INNOVATE ART**

**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.

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

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

Highlighted are included with visual art standards in Q1s:

- **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.
<table>
<thead>
<tr>
<th>Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS</th>
<th>General Visual Arts Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://www.faea.org/InnerPage.aspx?id=8" alt="Image of the table" /></td>
<td><img src="#" alt="Table content" /></td>
</tr>
<tr>
<td><strong>LEVEL 4</strong>&lt;br&gt;RANGE 90 -100%&lt;br&gt;(A = 3.0 - 4.0)</td>
<td><strong>4 Points</strong>&lt;br&gt;4 Points&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>2D</strong>&lt;br&gt;Shows arrangement of objects on the picture plane&lt;br&gt;Shows evidence of thought in placing objects in environment&lt;br&gt;Indicates relationships between objects&lt;br&gt;Uses color in a convincing or imaginative manner&lt;br&gt;Makes a variety of shapes&lt;br&gt;Uses overlapping forms&lt;br&gt;Represents detail and texture in a convincing or imaginative way</td>
<td><strong>3D</strong>&lt;br&gt;Makes form(s) which vary in height and width&lt;br&gt;Provides recognizable detail(s)&lt;br&gt;Shows variety in surface(s)&lt;br&gt;Shows evidence of thought in developing form(s)</td>
</tr>
<tr>
<td><strong>LEVEL 3</strong>&lt;br&gt;RANGE 80-89%&lt;br&gt;(B = 2.5 - 2.99)</td>
<td><strong>3 Points</strong>&lt;br&gt;3 Points&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>2D</strong>&lt;br&gt;Shows objects in different environments&lt;br&gt;Organizes objects effectively in space&lt;br&gt;Uses color variations in hue and value&lt;br&gt;Shows some overlapping forms&lt;br&gt;Uses effective texture and detail</td>
<td><strong>3D</strong>&lt;br&gt;Makes form(s) that vary in height and width&lt;br&gt;Provides some recognizable detail(s)&lt;br&gt;Shows some variety in surface(s)&lt;br&gt;Shows some evidence of thought in developing form(s)</td>
</tr>
<tr>
<td><strong>LEVEL 2</strong>&lt;br&gt;RANGE 70-79%&lt;br&gt;(C = 2.00-2.99)</td>
<td><strong>2 Points</strong>&lt;br&gt;2 Points&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>2D</strong>&lt;br&gt;Organizes objects in space&lt;br&gt;Places shapes in isolation&lt;br&gt;Shows some evidence of order&lt;br&gt;Shows some use of organized color&lt;br&gt;Indicates some texture and detail</td>
<td><strong>3D</strong>&lt;br&gt;Makes some variable form(s)&lt;br&gt;Provides few recognizable detail(s)&lt;br&gt;Shows little variety in surface(s)&lt;br&gt;Shows little evidence of thought in developing form(s)</td>
</tr>
<tr>
<td><strong>LEVEL 1</strong>&lt;br&gt;RANGE 60-69%&lt;br&gt;(D = 1.0 - 1.99)</td>
<td><strong>1 Point</strong>&lt;br&gt;1 Point&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>2D</strong>&lt;br&gt;Makes form(s) which generally lack structure &amp; dimension&lt;br&gt;Provides little or no informative details&lt;br&gt;Shows little or no variety in surface treatment(s)&lt;br&gt;Shows little or no thought and decision making in developing form(s)&lt;br&gt;Shows little or no use of principles and elements of design&lt;br&gt;Shows little or no control of media&lt;br&gt;Uses little or no observation skills, imagination or personal expression</td>
<td><strong>3D</strong>&lt;br&gt;Makes form(s) which generally lack structure&lt;br&gt;Provides no recognizable detail(s)&lt;br&gt;Shows little or no variety in surface(s)&lt;br&gt;Shows little or no thought in developing form(s)</td>
</tr>
<tr>
<td><strong>0 Point</strong>&lt;br&gt;0 Point&lt;br&gt;Student has provided a completely incorrect or uninterpretable response or no response at all.</td>
<td></td>
</tr>
</tbody>
</table>
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

General Rubric for Assessment of Conventions 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.

From FL DOE Item Specifications, 2014
UNIT/ORGANIZING PRINCIPLE: Creating Art for a Purpose

VISUAL ART - 5001050
Art – Intermediate 2: Grade 4

2nd QUARTER
For Progress report
PACING: WEEK 10-13

ESSENTIAL QUESTIONS

• How do various tool and material manipulations encourage different effects in art works?
• What resources support the creation of innovative and expressive visual content?
• Why is perseverance important in the creative process?
• How is the understanding of the art processes used to improve artwork and art safety?
• Where are artist’s/designer’s work found in the community

Week 10-13

Overview of Curriculum – Narrative for Grade 4
(See page 29 for Progress report)

Topics

Develop Art 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 1/2 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.

While creating, art students learn to:
- Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
- Use media, technology, and other resources to inspire personal art-making decisions.
- Identify sequential procedures to engage in art production.
- Visualize the end product to justify artistic choices of tools, techniques, and processes.
- Use tools, media, techniques, and processes in a safe and responsible manner.
- Describe the knowledge and skills necessary for art-making and art-related careers.

A student producing work assessed as proficient would be able to demonstrate the ability to create art that reveals personal choices for ideas, media, and processes; identify and describe art in the community; and follow safety procedures.

Art-related informational media, illustrators/authors, galleries, museums, festivals, outdoor installations, art objects.
<table>
<thead>
<tr>
<th>Lesson/Activities</th>
<th>Florida Standards</th>
<th>VA.4.S.1.1</th>
<th>VA.4.S.1.2</th>
<th>VA.4.S.2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythm/ Movement</td>
<td>LAFS.4.SL.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.</td>
<td></td>
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<tr>
<td>1. Visual</td>
<td>Manipulate tools and materials to achieve diverse effects in personal works of art.</td>
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<tr>
<td>2. Flowing</td>
<td>- Know purpose of tool(s), processes, and media in art activity</td>
<td></td>
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<tr>
<td>Suggested Artists:</td>
<td>Florida Standards</td>
<td></td>
<td></td>
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<tr>
<td>Katsushika Hokusai</td>
<td>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.</td>
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<tr>
<td></td>
<td>MAFS.K12.MP.7.1: Look for and make use of structure</td>
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<td></td>
<td>Explore and use media, technology, and other art resources to express ideas visually.</td>
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<td></td>
<td>- Explore ways of combining media and ideas</td>
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<td>- Use various media to discover new ways of creating.</td>
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<td></td>
<td>- Find images to inspire ideas for new artwork</td>
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<tr>
<td></td>
<td>Assessed Content:</td>
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<tr>
<td></td>
<td>Structural Elements of Art: value (light to dark), primary and secondary colors, cool and warm colors.</td>
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<td></td>
<td>Florida Standards</td>
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<td></td>
<td>MAFS.K12.MP.7.1: Look for and make use of structure</td>
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<td></td>
<td>Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.</td>
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<td></td>
<td>Sequence how ideas fit together to create a composition.</td>
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<td></td>
<td>- What is purpose of lesson? How is it done?</td>
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<td></td>
<td>- What is purpose statement given to students to help them understand the desired outcome?</td>
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<td></td>
<td>- Model thinking and demonstrate procedures.</td>
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<td>- Explain the steps followed and inspiration used.</td>
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<td>- Question students to scaffold instruction.</td>
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<td></td>
<td>Close Reading, SRA/FCAT Prep text, unit 1 task 5 pgs. 10-11.</td>
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<td></td>
<td>American Art, painting/illustration</td>
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<td>Color:</td>
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<td></td>
<td>Hue, Color Scheme, Color Wheel, Primary, Secondary, Intermediate, Neutral, Monochromatic, Complement, Analogous, Value: Shade, Tint</td>
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<td>Intensity: Brightness, dullness, Media Center-images</td>
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<td>Direction: examples — Horizontal-stable, at rest, horizon line</td>
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<td>Vertical-stately like columns, stiff</td>
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<td>Slanted-movement, in flux, instability</td>
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<td>Outcome: purpose, gradual release</td>
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<td>Innovation: Brainstorm</td>
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<tr>
<td>Plan</td>
<td>Safety (32-33, T12)</td>
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<tr>
<td>Sketch ideas to resolve learning in lesson or unit.</td>
<td>Guidelines</td>
<td></td>
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<tr>
<td>21st Century Skills (MAP p. 13)</td>
<td>Procedures,</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Perseverance</td>
<td>Process</td>
<td></td>
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<td></td>
<td>Techniques</td>
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<tr>
<td></td>
<td>Responsibility</td>
<td></td>
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</tr>
</tbody>
</table>

### Follow procedures for using tools, media, techniques, and processes safely and responsibly.
- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.

**Assessed Content:** Consistently follows directions, instructions and clean up procedures.

**Florida Standards**

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

### 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.

## Florida Standards Required by Florida DOE for this Course

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

Highlighted are Included with visual art standards in Q2f)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>LAFS.4.SL.1.1</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.4.SL.1.2</td>
<td>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
<tr>
<td>LAFS.4.SL.1.3</td>
<td>Identify the reasons and evidence a speaker provides to support particular points.</td>
</tr>
<tr>
<td>MAFS.4.W.1.2d</td>
<td>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.</td>
</tr>
<tr>
<td>MAFS.4.G.1.3</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Mathematical practices:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
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<tr>
<td>MAFS.K12.MP.5.1</td>
<td>Use appropriate tools strategically.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1</td>
<td>Attend to precision.</td>
</tr>
<tr>
<td>MAFS.K12.MP.7.1</td>
<td>Look for and make use of structure.</td>
</tr>
<tr>
<td>Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS</td>
<td>2D</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td><strong>LEVEL 4</strong>&lt;br&gt;<strong>RANGE 90 -100%</strong>&lt;br&gt;(A = 3.0 - 4.0)</td>
<td>Shows arrangement of objects on the picture plane&lt;br&gt;Shows evidence of thought in placing objects in environment&lt;br&gt;Indicates relationships between objects&lt;br&gt;Uses color in a convincing or imaginative manner&lt;br&gt;Makes a variety of shapes&lt;br&gt;Uses overlapping forms&lt;br&gt;Represents detail and texture in a convincing or imaginative way</td>
</tr>
<tr>
<td><strong>LEVEL 3</strong>&lt;br&gt;<strong>RANGE 80-89%</strong>&lt;br&gt;(B = 2.5 - 2.99)</td>
<td>Shows objects in different environments&lt;br&gt;Organizes objects effectively in space&lt;br&gt;Uses color variations in hue and value&lt;br&gt;Shows some overlapping forms&lt;br&gt;Uses effective texture and detail</td>
</tr>
<tr>
<td><strong>LEVEL 2</strong>&lt;br&gt;<strong>RANGE 70-79%</strong>&lt;br&gt;(C = 2.00-2.99)</td>
<td>Organizes objects in space&lt;br&gt;Places shapes in isolation&lt;br&gt;Shows some evidence of order&lt;br&gt;Shows some use of organized color&lt;br&gt;Indicates some texture and detail</td>
</tr>
<tr>
<td><strong>LEVEL 1</strong>&lt;br&gt;<strong>RANGE 60-69%</strong>&lt;br&gt;(D = 1.0 - 1.99)</td>
<td>Makes form(s) which generally lack structure &amp; dimension&lt;br&gt;Provides little or no informative details&lt;br&gt;Shows little or no variety in surface treatment(s)&lt;br&gt;Shows little or no thought and decision making in developing form(s)&lt;br&gt;Shows little or no use of principles and elements of design&lt;br&gt;Shows little or no control of media&lt;br&gt;Uses little or no observation skills, imagination or personal expression</td>
</tr>
<tr>
<td><strong>0 Point</strong></td>
<td></td>
</tr>
</tbody>
</table>
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 Conventions 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.
## Overview of Curriculum – Narrative for Grade 4 (Q2s)

**WEEK 14-18**

**Develop Art** 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 developing art skills to improve craftsmanship, understanding structural elements, opportunity for students to respond creatively to the lesson, and time for clean-up.

While creating, art students learn to:
- Organize the structural elements of art to achieve an artistic objective.
- Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
- Plan and produce art through ongoing practice of skills and techniques.
- Follow procedures for using tools, media, techniques, and processes safely and responsibly.
- Know use and care of tools and use the structural elements of art and organizational principles of design to understand the art-making process.

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.

### TOPICs

**DEVELOP ART:** Organizational Structures (Structural Elements of Art & Organizational Principles of Design); Proficiency in Skill, Media, Technique, Safety

**NGSSS Visual Art STANDARDS**

<table>
<thead>
<tr>
<th>Topic - Unpacking - Learning Targets</th>
<th>STANDARDS (* are repeated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the structural elements of art and organizational principles of design to understand the art-making process.</td>
<td>VA.4.O.1.1</td>
</tr>
<tr>
<td>- Explore the meaning and use of the structural elements of art to create personal art.</td>
<td></td>
</tr>
</tbody>
</table>

### ESSENTIAL QUESTIONS

- What compositional qualities promote meeting an artistic objective?
- How does experimentation within artistic processes achieve variety in 2D and/or 3D art work?
- How does planning and skill practice affect the art outcome?
- How is the understanding of the art processes used to improve artwork and art safety?
- How does using the art criticism process help students understand about image content and why artists create art?

### DUE:

**December:** Keep work for Volusia Student Creates adjudication in January

**Perseverance**

**Proficiency**

**Practice**

**21st Century Skills:** (MAP p. 13)
<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessed Content/Florida Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Civics and government</td>
<td>Suggested Artists: Wayne Thiebaud, Georgia O’Keefe, Paul Klee, David Hockney, Stuart Davis, Paul Gauguin, Miriam Schapiro</td>
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<tr>
<td>Science</td>
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<td>Color Theory</td>
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<td>Matter</td>
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<td>Math</td>
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<td>Fractions</td>
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<tr>
<td>Geometry</td>
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<tr>
<td>English-Language Arts</td>
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<tr>
<td>Prior Knowledge</td>
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<tr>
<td>Fact/Opinion</td>
<td></td>
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<tr>
<td>Compare/Contrast</td>
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<tr>
<td>Vocabulary/Processes/Concepts</td>
<td></td>
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<tr>
<td>Reading for Text Complexity</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Art criticism, Summative</td>
<td>Save works for Volusia Students Create exhibit adjudication/January School displays - Ongoing</td>
</tr>
<tr>
<td>Emphasis</td>
<td></td>
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<tr>
<td>Focal point</td>
<td></td>
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<tr>
<td>Dominant element</td>
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<tr>
<td>Isolation</td>
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<tr>
<td>Balance: Visual weight</td>
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<tr>
<td>Symmetry</td>
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<tr>
<td>Harmony</td>
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<td>Texture</td>
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<td>Simulated</td>
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<td>Tactile</td>
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<tr>
<td>Visual</td>
<td></td>
</tr>
<tr>
<td>Invented</td>
<td></td>
</tr>
<tr>
<td>1. Complementary colors</td>
<td>Organize the structural elements of art to achieve an artistic objective.</td>
</tr>
<tr>
<td>2. Neutral colors</td>
<td>Assessed Content: Definition of Symmetry / examples and non-examples in nature, art and various places. (Ex: butterflies, faces, letters, etc.)</td>
</tr>
<tr>
<td>• Tints and Shades</td>
<td>Assessed Content: Structural Elements of Art: value (light to dark), primary and secondary colors, cool and warm colors, shape (geometric, free-form, organic)</td>
</tr>
<tr>
<td>• Color moods</td>
<td>Florida Standards MAFS.K12 MP.7.1: Look for and make use of structure</td>
</tr>
<tr>
<td>• Low intensity colors</td>
<td></td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.</td>
</tr>
<tr>
<td></td>
<td>- Experiment to find new ways of work.</td>
</tr>
<tr>
<td>4-6 Improve craftsmanship through repeated practice, applies good craftsmanship in creating art works.</td>
<td>Florida Standards MAFS.K12 MP.5.1: Use appropriate tools strategically. MAFS.K12 MP.6.1: Attend to precision</td>
</tr>
<tr>
<td>21st Century Skills: (MAP p. 13)</td>
<td></td>
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<tr>
<td>• Practice</td>
<td></td>
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<tr>
<td>• Perseverance</td>
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<tr>
<td>• Repetition, manipulation, execution, &amp; process.</td>
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<tr>
<td>MAFS.K12 MP.6.1: Attend to precision.</td>
<td>Follow procedures for using tools, media, techniques, and processes safely and responsibly.</td>
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<td>----------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Know use and care of tools and materials.</td>
<td>- Demonstrate ongoing responsible use of tools and materials.</td>
</tr>
<tr>
<td>Assessed Content:</td>
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</tr>
<tr>
<td>Consistently follows directions, instructions and clean up procedures</td>
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<td><strong>Florida Standards</strong></td>
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<tr>
<td>- Process</td>
<td>- Process</td>
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<tr>
<td>- Techniques</td>
<td>- Techniques</td>
</tr>
<tr>
<td>- Responsibility</td>
<td>- Responsibility</td>
</tr>
<tr>
<td>- Following Directions</td>
<td>- Following Directions</td>
</tr>
</tbody>
</table>

- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.
### Florida Standards Required by Florida DOE for this Course

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

Highlighted are Included (with visual art standards in Q2s)

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

**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.
### General Visual Arts Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
<th>2D</th>
<th>3D</th>
</tr>
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<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td><strong>90-100%</strong> (A = 3.0 - 4.0)</td>
<td>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</td>
<td>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)</td>
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<tr>
<td><strong>Level 3</strong></td>
<td><strong>80-89%</strong> (B = 2.5 - 2.99)</td>
<td>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</td>
<td>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)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td><strong>70-79%</strong> (C = 2.00-2.99)</td>
<td>Organizes objects in space Places shapes in isolation Shows some evidence of order Shows some use of organized color Indicates some texture and detail</td>
<td>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)</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>60-69%</strong> (D = 1.0 - 1.99)</td>
<td>Makes form(s) which generally lack structure &amp; 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</td>
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**4 Points**
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.

**3 Points**
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.

**2 Points**
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.

**1 Point**
Student has demonstrated a very limited understanding of visual arts concepts and/or procedures embodied in the task. The student's response in 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.

**0 Point**
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

---

**General Rubric for Assessment of Conventions 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.

From FL DOE Item Specifications, 2014
### UNIT/ORGANIZING PRINCIPLE:
Art in Context – Past and Present

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

#### ESSENTIAL QUESTIONS

- What art vocabulary promotes understanding of selected content, media, and/or techniques
- How is following directions for art production and safety in the classroom suitable behavior for an art audience?
- What role does respect play when viewing art in the community?
- Why are copyright laws important to artists?
- What constitutes innovation and creative applications in art solutions?
- What art careers are found in the community?
- How are students able to participate in school and/or community awareness?

### Overview of Curriculum – Narrative for Grade 4 (Q3f)

**WEEK 19-22**

*Connect With Art* 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 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.

**While creating,** art students learn to:
- Use accurate art vocabulary to discuss works of art and the creative process.
- Follow procedures for using tools, media, techniques, and processes safely and responsibly.
- Discuss the importance of copyright law in regard to the creation and production of art.
- Identify suitable behavior for various art venues and events.
- Examine and apply creative solutions to solve an artistic problem.
- Identify the work of local artists to become familiar with art-making careers.
- Create art to promote awareness of school and/or community concerns.

A student producing work assessed as proficient would be able to demonstrate the ability to 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.

**DUE:**
- Late January:
  - Volusia Student Create Adjudication
  - 1st Languages/ArtHaus (Even years)
- February
  - ATC’s

### ACADEMIC LANGUAGE

*italics = integration (text pages)*

### TOPICS

**CONNECT w/ ART:** Context In Art Past to Present; Art Styles; Artist Integrity

**Copyright**

<table>
<thead>
<tr>
<th>NGSSS Visual Art STANDARDS Unpacking - Learning Targets</th>
<th>STANDARDS (* are repeated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine and apply creative solutions to solve an artistic problem.</td>
<td>VA.4.F.1.2</td>
</tr>
<tr>
<td>• Apply visual thinking skills to demonstrate to solve artistic challenges.</td>
<td></td>
</tr>
</tbody>
</table>

Skills, techniques
Innovation
Apply visual thinking skills to demonstrate to solve artistic challenges
**Form/Sculpture**
- Additive
- Subtractive

**Texture**
- Visual
- Tactile

**Emphasis**

**Suggested Artists:**
- Michelangelo
- Jacques Lipchitz
- Henry Moore
- Romare Bearden
- Sandy Skoglund
- Peter Paul Rubens
- Rembrandt
- Georgia O’Keeffe
- Dale Chihuly

**Math:**
- Fractions
- Geometry
- Algebraic probabilities

**English/ Language Arts:**
- Communicate ideas/experiences in creating visual art
- Context clues to determine meaning in artworks

**Science:**
- Energy and motion
- Life Sciences

**Social Studies:**
- Florida history
- Florida geography

---

<table>
<thead>
<tr>
<th>Identify suitable behavior for various art venues and events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify differences in audience behavior in the classroom, school and community.</td>
</tr>
</tbody>
</table>

**Florida Standards**
- LAFS.4.S.1.3 Identify the reasons and evidence a speaker provides to support particular points.

<table>
<thead>
<tr>
<th>Use accurate art vocabulary to discuss works of art and the creative process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural Elements of Art</td>
</tr>
<tr>
<td>Organizational Principles of Design</td>
</tr>
<tr>
<td>Art Criticism: Describe, Analyze, Interpret, Judge</td>
</tr>
</tbody>
</table>

**Assessed Content:**
- Definition of Symmetry / examples and non-examples in nature, art and various places. (Ex: butterflies, faces, letters, etc.)
- Principles of Design: pattern

**Florida Standards**
- 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.

**Follow procedures for using tools, media, techniques, and processes safely and responsibly.**
- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.

**Assessed Content:**
- Consistently follows directions, instructions and clean up procedures

**Florida Standards**
- ELD.K12 ELL.S.1 English language learners communicate for social and instructional purposes within the school setting.
- MAFS.K12.MP.5.1: Use appropriate tools strategically

**Discuss the importance of copyright law in regard to the creation and production of art.**
- Discuss plagiarism.

**Assessed Content:**
- Copyright

---

**Respect Responsibility**
- Art festivals
- Art museums
- Movies
- School assemblies

**Pattern**
- Alternating
- Random
- Regular

**Visual movement, rhythm**
- Assemblage
- Harmony
- Balance
  - Symmetrical
  - Asymmetrical
  - Informal
  - Radial
  - Central axis

**Variety**
- Close Reading - FCAT prep text
- Unit 2 task 1, pgs. 12-14.
- Architecture-Pantheon

---

**Safety (32-3)**
- Procedure
- Process
- Guidelines
- Techniques
- Responsibility
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**Assessed Content:**
- Copyright and respect for others’ work.

**Value work of others**
<table>
<thead>
<tr>
<th><strong>Special Area Grading for 3-5</strong> - CONNECT WITH ART</th>
<th><strong>Florida Standards Required by Florida DOE for this Course</strong></th>
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<tbody>
<tr>
<td><strong>Outstanding Progress: 90 – 100 Grade Range</strong> which defaults to A on report card</td>
<td><strong>Course Number:</strong> 5001050 Art – Intermediate 2, GRADE 4 Highlighted are included with visual art standards in Q3f)</td>
</tr>
<tr>
<td>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.</td>
<td><strong>ELD.K12.ELL.SI.1</strong> English language learners communicate for social and instructional purposes within the school setting.</td>
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<tr>
<td><strong>Above Average Progress: 80 – 89 Grade Range</strong> which defaults to B on report card</td>
<td><strong>LAFS.4.SL.1.1:</strong> 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.</td>
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<td>The student creates art based on a variety of ideas; describes art using appropriate art vocabulary, and practices appropriate audience, safety, and ethical behaviors.</td>
<td><strong>LAFS.4.SL.1.2</strong> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<td><strong>Average Progress: 70-79 Grade Range</strong> which defaults to C on report card</td>
<td><strong>LAFS.4.SL.1.3</strong> Identify the reasons and evidence a speaker provides to support particular points.</td>
</tr>
<tr>
<td>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.</td>
<td><strong>LAFS.4.W.1.2d</strong> 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.</td>
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<tr>
<td><strong>Lowest Acceptable Progress: 60-69 Grade Range</strong> which defaults to D on report card.</td>
<td><strong>MAFS.4.G.1.3</strong> 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.</td>
</tr>
<tr>
<td>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.</td>
<td><strong>Mathematical practices:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.K12.MP.5.1</strong> Use appropriate tools strategically.</td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.K12.MP.6.1</strong> Attend to precision.</td>
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<tr>
<td></td>
<td><strong>MAFS.K12.MP.7.1</strong> Look for and make use of structure..</td>
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### General Visual Arts Rubric

<table>
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<tr>
<th>LEVEL</th>
<th>RANGE</th>
<th>2D</th>
<th>3D</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 4</strong></td>
<td><strong>90 -100%</strong></td>
<td>(A = 3.0 - 4.0)</td>
<td><strong>RANGE</strong></td>
<td><strong>4 Points</strong></td>
</tr>
<tr>
<td>Shows arrangement of objects on the picture plane</td>
<td>Makes form(s) which vary in height and width</td>
<td><strong>4 Points</strong></td>
<td></td>
<td></td>
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<tr>
<td>Shows evidence of thought in placing objects in environment</td>
<td>Provides recognizable detail(s)</td>
<td><strong>4 Points</strong></td>
<td></td>
<td></td>
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<tr>
<td>Indicates relationships between objects</td>
<td>Shows variety in surface(s)</td>
<td><strong>4 Points</strong></td>
<td></td>
<td></td>
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<tr>
<td>Uses color in a convincing or imaginative manner</td>
<td>Shows evidence of thought in developing form(s)</td>
<td><strong>4 Points</strong></td>
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<td></td>
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<tr>
<td>Makes a variety of shapes</td>
<td>Makes form(s) that vary in height and width</td>
<td><strong>4 Points</strong></td>
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<td>Uses overlapping forms</td>
<td>Provides some recognizable detail(s)</td>
<td><strong>4 Points</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Represents detail and texture in a convincing or imaginative way</td>
<td>Shows some variety in surface(s)</td>
<td><strong>4 Points</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Shows some evidence of thought in developing form(s)</td>
<td><strong>4 Points</strong></td>
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</table>

| **LEVEL 3** | **80-89%** | (B = 2.5 - 2.99) | **RANGE** | **3 Points** |
| Shows objects in different environments | Makes form(s) that vary in height and width | **3 Points** |
| Organizes objects effectively in space | Provides some recognizable detail(s) | **3 Points** |
| Uses color variations in hue and value | Shows some variety in surface(s) | **3 Points** |
| Shows some overlapping forms | Shows some evidence of thought in developing form(s) | **3 Points** |
| Uses effective texture and detail | | **3 Points** |

| **LEVEL 2** | **70-79%** | (C = 2.00-2.99) | **RANGE** | **2 Points** |
| Organizes objects in space | Makes some variable form(s) | **2 Points** |
| Places shapes in isolation | Provides few recognizable detail(s) | **2 Points** |
| Shows some evidence of order | Shows little variety in surface(s) | **2 Points** |
| Shows some use of organized color | Shows little evidence of thought in developing form(s) | **2 Points** |
| Indicates some texture and detail | | **2 Points** |

| **LEVEL 1** | **60-69%** | (D = 1.0 - 1.99) | **RANGE** | **1 Point** |
| Makes form(s) which generally lack structure & dimension | Makes form(s) which generally lack structure | **1 Point** |
| Provides little or no informative details | Provides no recognizable detail(s) | **1 Point** |
| Shows little or no variety in surface treatment(s) | Shows little or no variety in surface(s) | **1 Point** |
| Shows little or no thought and decision making in developing form(s) | Shows little or no thought in developing form(s) | **1 Point** |
| Shows little or no use of principles and elements of design | Uses little or no control of media | **1 Point** |
| Shows little or no use of principles and elements of design | Uses little or no control of media | **1 Point** |
| Uses little or no observation skills, imagination or personal expression | Uses little or no control of media | **1 Point** |

| **0 Point** | | **0 Point** |
| Student has provided a completely incorrect or uninterpretable response or no response at all. | | **0 Point** |

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[Grades 3-5 FAEA RUBRIC FOR STANDARDS BASED ASSESSMENT VISUAL ARTS](http://www.faea.org/InnerPage.aspx?id=8)
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 Conventions 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:
Art in Context – Past and Present

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

#### 3rd Marking Period / QUARTER 3
For Marking Period Grade
PACING: WEEK 23-27

### ESSENTIAL QUESTIONS

- What art works or cultures have inspired artists and can inspire solutions to visual challenges for student art?
- How are art materials and tools used in a safe manner?
- What art works and practices honor and respect others and their works?

### Overview of Curriculum – Narrative for Grade 4 (Q3s)

**WEEK 23-27**

*Connect With Art* 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 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.

While creating, art students learn to:
- Integrate ideas during the art-making process to convey meaning in personal works of art.
- Use accurate art vocabulary to discuss works of art and the creative process.
- Follow procedures for using tools, media, techniques, and processes safely and responsibly.
- Identify differences between artworks and utilitarian objects.
- Identify reasons to display artwork in public places.

A student producing work assessed as proficient would be able to demonstrate the ability to 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.

#### TOPICS

**CONNECT w/ ART:** Context In Art Past to Present; Art Styles; Artist Integrity

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<thead>
<tr>
<th>NGSSS Visual Art STANDARDS</th>
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<tbody>
<tr>
<td>Unpacking - Learning Targets</td>
<td>Culture</td>
</tr>
<tr>
<td>Identify historical and cultural influences that have inspired artists to produce works of art.</td>
<td>Art history</td>
</tr>
<tr>
<td>Discuss attributes of art works.</td>
<td>Art Period</td>
</tr>
<tr>
<td>Use the Art Criticism process</td>
<td>Art Style</td>
</tr>
<tr>
<td>What influences did Georgia O’Keeffe bring to Modern Art?</td>
<td></td>
</tr>
<tr>
<td>How did she change art?</td>
<td></td>
</tr>
<tr>
<td>What influences did Dale Chihuly bring to modern sculpture?</td>
<td></td>
</tr>
<tr>
<td>How did he change art?</td>
<td></td>
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</table>

### DUE:

- March:
  - Volusia Students Create Exhibit (March/April event)
  - Youth Art Month Proclamation
  - ATC display (event)
  - DeBary: Youth Celebration of the Arts
  - CrimeStoppers Posters due to Art Office, Brewster Center
Proportion
1. Measurements
2. Face and Body proportion
3. Distortion
4. Cartoon characters

Suggested Artists:
- Amedeo Modigliani
- Pablo Picasso
- Salvador Dali
- Jacob Lawrence
- Georgia O’Keeffe
- Dale Chihuly

Math:
- Fractions
- Geometry
- Algebraic probabilities

English/Language Arts:
- Communicate ideas/experiences in creating visual art
- Context clues to determine meaning in artworks

Science:
- Energy and motion
- Life Sciences

Social Studies:
- Florida history
- Florida geography

Assessed Content:
Georgia O’Keeffe is well known for her use of flowers and bones painted larger than life as subject matter.

Florida Standards
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.

Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
- Acknowledge/recognize copyright of others
- How to examine artwork with appropriate vocabulary
- Etiquette while viewing art (look with your eyes and not your hands)

Assessed Content:
Discuss how artworks have a cultural style reflecting peoples values, beliefs and ways of perceiving the world.

Florida Standards
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.

Use a variety of resources and art skills to overcome visual challenges in personal artworks.
- Use a variety of resources to assist in ideation
- Innovation for new ideas is a 21st Century Skill

Assessed Content:
Create artworks that integrate ideas from culture or history.
- Apply background knowledge and apply personal interpretations to connect with culture

Assessed Content:
Artists can be illustrators in textbooks (science, Social Studies, etc.)
Follow procedures for using tools, media, techniques, and processes safely and responsibly.
- Know use and care of tools and materials.
- Demonstrate ongoing responsible use of tools and materials.

**Assessed Content:**
4-1 Works with art tools, materials and processes safely, appropriately and responsibly
4-7 constantly follows directions/instructions and clean-up procedures.

**Florida Standards**
- 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
### Special Area Grading for 3-5 - CONNECT WITH ART

**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.

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

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

Highlighted are Included with visual art standards in Q3s

<table>
<thead>
<tr>
<th>Standard</th>
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**Mathematical practices:**

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<td>MAFS.K12.MP.6.1</td>
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<td>MAFS.K12.MP.7.1</td>
<td>Look for and make use of structure.</td>
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## General Visual Arts Rubric

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<th>RANGE 90 -100%</th>
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<tr>
<td>LEVEL 4</td>
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<td>Makes form(s) which vary in height and width</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>RANGE 80-89%</td>
<td>Shows evidence of thought in placing objects in environment</td>
<td>Provides recognizable detail(s)</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>RANGE 70-79%</td>
<td>Indicates relationships between objects</td>
<td>Shows variety in surface(s)</td>
</tr>
<tr>
<td>LEVEL 1</td>
<td>RANGE 60-69%</td>
<td>Uses color in a convincing or imaginative manner</td>
<td>Shows evidence of thought in developing form(s)</td>
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<tr>
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<td>Shows variety in surface(s)</td>
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<td>Shows evidence of thought in developing form(s)</td>
</tr>
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</table>

### 4 Points
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.

### 3 Points
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.

### 2 Points
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.

### 1 Point
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.

### 0 Point
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 Conventions 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.
**UNIT/ORGANIZING PRINCIPLE:**
Analysis and Evaluation

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

**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?

---

**Overview of Curriculum – Narrative for Grade 4** (Q4f)

**WEEK 28-31 (Formative)**

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

**Text:**

**SRA Art Connections**
Grade 4

**REVIEW:**
- Georgia O’Keeffe
- Dale Chihuly

**TOPICs**

**ASSESS ART:** Ability to Discuss & Evaluate Personal Art And Art of Others in Various Contexts

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

**STANDARDS**
(* are repeated)

**Unit 6- Balance, Harmony**

Lesson/Activities:
- Balance
  1. Formal
  2. Informal
  3. Radial

**Use accurate art vocabulary when analyzing works of art.**

**Assessed Content:**
- Creates and applies general criteria for evaluating works of art using appropriate vocabulary

**Florida Standards**
- MAFS.K12.MP.6.1: Attend to precision
- MAFS.K12.MP.7.1: Look for and make use of structure.

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

- Art criticism
- Structural elements of art
- Organizational principles of design

**Close reading FCAT prep text.**
**Unit 2 task 1, pgs. 12-14.**
**Architecture-Pantheon**
<table>
<thead>
<tr>
<th>Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.</th>
<th>21st century skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.</td>
<td>Art criticism</td>
</tr>
<tr>
<td>Assessed Content:</td>
<td>Structural elements of art</td>
</tr>
<tr>
<td>Describe how history and culture affect artists and their work</td>
<td>Organizational principles of design</td>
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<tr>
<td>Identify the structural elements of art used to unite an artistic composition.</td>
<td>Art criticism</td>
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<tr>
<td>Art history</td>
<td>Structural elements of art</td>
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<td>Use tools, media, techniques, and processes in a safe and responsible manner.</td>
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<td>The Art &amp; Creative Materials Institute, Inc.</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.acminet.org/">http://www.acminet.org/</a></td>
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<td></td>
</tr>
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<td>- Demonstrate ongoing responsible use of tools and materials.</td>
<td></td>
</tr>
<tr>
<td>Consistently follows directions, instructions and clean up procedures</td>
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</tr>
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<td>ELD.K12.ELL.SL.1: English language learners communicate for social and instructional purposes within the school setting.</td>
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</tr>
<tr>
<td>MAFS.K12.MP.5.1: Use appropriate tools strategically</td>
<td></td>
</tr>
</tbody>
</table>
**Special Area Grading for 3-5 - ASSESS ART**

**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 21st 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 21st 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.

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

**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.
## General Visual Arts Rubric

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>RANGE</th>
<th>2D</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 4</strong></td>
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<td><strong>RANGE 90 -100%</strong></td>
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<tr>
<td><strong>LEVEL 3</strong></td>
<td><strong>RANGE 80-89%</strong></td>
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</tr>
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<td><strong>RANGE 70-79%</strong></td>
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<td><strong>RANGE 70-79%</strong></td>
</tr>
<tr>
<td><strong>LEVEL 1</strong></td>
<td><strong>RANGE 60-69%</strong></td>
<td><strong>LEVEL 1</strong></td>
<td><strong>RANGE 60-69%</strong></td>
</tr>
</tbody>
</table>

### 4 Points
- **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.

### 3 Points
- **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.

### 2 Points
- **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.

### 1 Point
- **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.

### 0 Point
- **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.

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**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 Conventions 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.
**ESSENTIAL QUESTIONS**

- 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?
- How are art materials and tools used in a safe manner?
- What are the structural and organizational differences or similarities in purpose for art work and utilitarian objects?

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**Overview of Curriculum – Narrative for Grade 4 (Q4s)**

**WEEK 32-36 (Summative)**

Assess Art 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.

While creating, art students learn to:

- 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.

A student producing work assessed as proficient would be able to demonstrate the ability to create art that reveals personal choices for ideas, media, and processes; identify and describe art in the community; and follow safety procedures.

**REVIEW:**

- Georgia O'Keeffe
- Dale Chihuly

---

**TOPICs**

**ASSESS ART:** Ability to Discuss & Evaluate Personal Art And Art of Others in Various Contexts

**NGSSS Visual Art STANDARDS**

Topics - Unpacking - Learning Targets

**NGSSS ART STANDARDS**

(`*` are repeated)

VA.4.C.1.2

Observation, prior knowledge
Reflection

**Unit 6- Variety and Unity**

Lesson/Activities:

- Variety
- 1. Emphasis

Describe observations and apply prior knowledge to interpret visual information and reflect on works of art

**Assessed Content:**

- Creates and applies general criteria for evaluating works of art using appropriate vocabulary
### 2. Unity

#### Suggested Artists:
- Georgia O'Keefe
- Dale Chihuly
- Viola Frey
- Martin Johnson Heade

#### Math:
- Geometry
- Spatial recognition
- Fraction
- Division
- Algebraic probability

#### English/Language Arts:
- Recognize tone and mood in artwork
- Recall, interpret, summarize, evaluate
- Classify, reorganize, synthesize to create unique piece of art

#### Science:
- Life
- Interdependence

#### Social Studies:
- Florida history
- Florida geography

---

<table>
<thead>
<tr>
<th>Florida Standards</th>
<th>Use various resources to generate ideas for growth in personal works.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.4.W.1.2d</td>
<td>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.</td>
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</tbody>
</table>

| VA.4.C.2.2 | Examine and revise artwork in the art making process. Integrate a range of interests, curiosity, attentiveness, complexity, and artistic intention. |

<table>
<thead>
<tr>
<th>Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.</th>
</tr>
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<tbody>
<tr>
<td>Assessed Content: Compare artist's styles by recognizing use of the elements. (Ex: Cubism and shape/value)</td>
</tr>
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<td>Florida Standards</td>
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<td>MAFS.K12.MP.7.1: Look for and make use of structure.</td>
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<tr>
<th>Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.</th>
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<td>Assessed Content: Art can be connected to other subject areas and careers. (Ex: John James Audubon-scientist/artist)</td>
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<table>
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<th>Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.</th>
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<table>
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<th>Use accurate art vocabulary to discuss works of art and the creative process.</th>
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<tbody>
<tr>
<td>Assessed Content:</td>
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<td>Review art processes for 2D and 3D Art Forms (Ex. Sculpture, painting, WEAVING)</td>
</tr>
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<table>
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<tr>
<td>Art criticism</td>
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<td>Structural elements of art</td>
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<tr>
<td>Organizational principles of design</td>
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<tr>
<th><em>VA.4.S.3.3</em></th>
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- MSDS Sheet info [http://dickblick.com/msds](http://dickblick.com/msds)
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<tr>
<td><strong>Outstanding Progress:</strong> 90 – 100 Grade Range which defaults to A on report card</td>
<td></td>
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<tr>
<td>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.</td>
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</tr>
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<td><strong>Above Average Progress:</strong> 80 – 89 Grade Range which defaults to B on report card</td>
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<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Average Progress:</strong> 70-79 Grade Range which defaults to C on report card</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Lowest Acceptable Progress:</strong> 60-69 Grade Range which defaults to D on report card</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
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</table>

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

<table>
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<tr>
<th>Course Number: 5001050 Art – Intermediate 2, GRADE 4 Highlighted are Included with visual art standards in Q4s</th>
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**Mathematical practices:**

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- **MAFS.K12.MP.7.1**: Look for and make use of structure.
## General Visual Arts Rubric

### LEVEL 4
**RANGE**: 90 - 100%
**LEVEL**: 4
**Range**: (A = 3.0 - 4.0)

- **2D**: Shows arrangement of objects on the picture plane
- **3D**: Makes form(s) which vary in height and width

### LEVEL 3
**RANGE**: 80 - 89%
**LEVEL**: 3
**Range**: (B = 2.5 - 2.99)

- **2D**: Organizes objects in different environments
- **3D**: Makes form(s) that vary in height and width

### LEVEL 2
**RANGE**: 70 - 79%
**LEVEL**: 2
**Range**: (C = 2.00 - 2.99)

- **2D**: Makes forms(s) which generally lack structure & dimension
- **3D**: Makes forms(s) which generally lack structure

### LEVEL 1
**RANGE**: 60 - 69%
**LEVEL**: 1
**Range**: (D = 1.0 - 1.99)

- **2D**: Provides little or no informative details
- **3D**: Provides no recognizable detail(s)

### 4 Points
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.

### 3 Points
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.

### 2 Points
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.

### 1 Point
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.

### 0 Point
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- Rhythm

*From FL DOE Item Specifications, 2014*

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**General Rubric for Assessment of Conventions 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.