

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 4th Grade

Subject: Visual Arts

Adoption Date: 01/19/16

Revision Date: 1/7/19

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>Can an artwork express the idea of respect? (2 weeks)</p> <p>Can you create a work of art that is 2D and 3D? (5 weeks)</p> <p>Can you identify different careers that involve art? (1 week)</p>	<p>How can you create a work of art that displays what you know about Cape May County? (7 weeks)</p> <p>How can applying different drawing tips to a drawing improve the quality of the artwork? (2 weeks)</p>	<p>How can you use the element of line to create texture? (3 weeks)</p> <p>Can you analyze how and why Cinco de Mayo is celebrated? (1 week)</p> <p>Can you create a work of art the is inspired by Mexican culture? (5 weeks)</p>	<p>Can you create a work of art inspired by the Mexican artist Frida Kahlo? (3 weeks)</p> <p>How can you create a work of art that incorporates traditional Mexican pottery designs? (4 weeks)</p> <p>What watercolor techniques can you apply to an artwork? (2 week)</p>
Instructional Materials	<p>internet</p> <p>drawing paper</p> <p>pencils</p> <p>markers</p> <p>colored pencils</p> <p>color copies of logotypes</p>	<p>Poster board</p> <p>colored pencils</p> <p>markers</p> <p>Sharpie markers</p>	<p>construction paper</p> <p>Sharpie</p> <p>Colored pencil</p> <p>Oil pastel</p> <p>Foil</p> <p>Cardboard</p> <p>Plaster strips</p> <p>Acrylic paint</p>	<p>Watercolor paper</p> <p>Watercolor paint</p> <p>Sharpie</p> <p>Colored pencils</p>
Activities	<p>Activity One: Create a relief sculpture by quilling paper, experiment with quilling techniques</p>	<p>Activity One: Review and discuss what makes Cape May County special and print images of items to include in a poster</p>	<p>Activity One: Create a furry bunny using individual lines for the texture of the fur add embellishments to personalize</p>	<p>Activity One: View the work of Frida Kahlo and discover her influence in art history by creating a work of art similar to hers</p>

	<p>Activity Two: Create a work of art that shows what you know about respect for the “Week of Respect”</p> <p>Activity Three: Research careers in the art field as well as other careers that would benefit from an artistic background</p>	<p>Activity Two: Create a poster that reflects Cape May County for the county wide calendar contest</p> <p>Activity Three: discuss the problems that students have drawing and review drawing tips to improve artwork</p>	<p>Activity Two: Introduce the Mexican/American holiday Cinco de Mayo and make sombreros using patterns of lines and shapes</p> <p>Activity Three: Create a Mexican sun themed sculpture using paper mache’</p> <p>Activity Four: Create a mini pinata similar to traditions of how Cinco de Mayo is celebrated</p>	<p>Activity Two: Draw Mexican pottery with cacti inside use lines to create patterns and textures.</p> <p>Activity Three: Learn and practice a variety of watercolor techniques</p>
Standards	<p>Activity One: VPA.1.4.5.A.1</p> <p>Activity Two: VPA.1.1.5.A.2</p> <p>Activity Three:VPA.1.3.5.D.2</p>	<p>Activity One: VPA.1.3.5.D.5</p> <p>Activity Two: VPA.1.4.5.B.2</p> <p>Activity Three: VPA.1.3.5.D.21.4.5.A.1</p>	<p>Activity One: VPA.1.2.5.A.1</p> <p>Activity Two: VPA.1.1.5.D.1</p> <p>Activity Three: VPA.1.3.5.D.21.3.5.D.1</p> <p>Activity Four:1.3.5.D.4</p>	<p>Activity One: VPA.1.2.5.A.3</p> <p>Activity Two: VPA.1.3.5.D.5</p> <p>Activity Three: VPA.1.3.5.D.21.2.5.A.1</p>
Accommodations and Modifications	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p>
Interdisciplinary Connections	<p>Activity Two: Respect (Social Studies)</p>	<p>Activity One and Two: Cape May County (Social Studies)</p>	<p>Activity Two: Cinco de Mayo (Social Studies)</p> <p>Activity Three: Mexican culture (Social Studies)</p>	<p>Activity One: Art history of Frida Kahlo (Social Studies)</p> <p>Activity Three: Mexican culture (Social Studies)</p>

Assessments	Formative assessments - class participation - safe use of tools and materials - following directions Summative assessments - completed project	Formative assessments - class participation - safe use of tools and materials - following directions Summative assessments - completed project	Formative assessments - class participation - safe use of tools and materials - following directions Summative assessments - completed project	Formative assessments - class participation - safe use of tools and materials - following directions Summative assessments - completed project
21st Century Themes and Skills	CRP1, CRP2, CRP4	CRP1, CRP2, CRP4	CRP1, CRP2, CRP4	CRP1, CRP2, CRP4