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|  | **Fourth** |  |  |
|  | Unit 1: Creative Process |  |  |
|  | Unit 2: History of the Arts and Culture |  |  |
|  | Unit 3: Performance- Rhythm |  |  |
|  | Unit 4: Aesthetic Responses and Critique Methodologies  |  |  |
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| **Content Area: Art** | **Grade Level : Fourth**  |
| **Unit Title: Unit 1: Creative Process** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building  on others' ideas and expressing their own clearly. SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that  contribute to the discussion and link to the remarks of others. SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities.  |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
	+ **ICT Literacy**
		- **Apply Technology Effectively**
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	+ **Flexibility and Adaptability**
		- **Adapt to Change**
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	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| **Unit Title: Unit 1: Creative Process** | **Grade Level: Fourth – September - October** |
| **Standard**: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. **Cumulative Progress Indicators:*** 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
* 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
 |
| Enduring Understanding:* Differentiate between 2 and 3 dimensional works of art
* Changing shape into form
* Recognize texture in 2 and 3 dimensional works of art
* Create tints and shades
 | Essentials Questions:* How is form different than shape?
* What are the various forms around you?
* How do we change shape into form?
* How can you create form on a 2D surface using value?
 |
| Knowledge and Skills:* Introduce shading techniques
* Adding black or white paint into one color tempera paint to create tint & shade
* Introduce 3 dimensional weaving
* Reinforce use of oil pastel landscape
 | Demonstration of Learning/Assessment:* SWBAT create an oil pastel landscape
* SWBAT create non-objective piece of art using various tints and shades of paint
* SWBAT create a woven yarn bowl
* SWBAT create a piece of artwork using geometrical shapes and values on a computer program
 |
| Suggested Tasks and Activities:* Teach techniques by showing Master’s works
* Overlap mixed media to show value
* Manipulate different types of paper to show form
* **Graphic Design:** Creating a 3 dimensional work of art on Paint 3D using value and geometrical shape
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* Paint 3D
 |
| Resources: Books, Power Point Presentations, Incredibleart.org |

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| **Content Area: Art** | **Grade Level : Fourth**  |
| **Unit Title: Unit 2: History of the Arts and Culture** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building  on others' ideas and expressing their own clearly. SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that  contribute to the discussion and link to the remarks of others. SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities.  |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
	+ **ICT Literacy**
		- **Apply Technology Effectively**
 | * **Life and Career Skills**
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		- **Adapt to Change**
		- **Be Flexible**
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		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| **Unit Title: Unit 2: History of the Arts and Culture**  | **Grade Level: Fourth November - January** |
| **Standard**: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**Cumulative Progress Indicators:*** 1.2.5.A.1 Art and culture reflect and affect each other.
* 1.2.5.A.2 Characteristic approaches to content, form, style, and design define art genres.
* 1.2.5.A.3 Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
 |
| Enduring Understanding:* Understanding the contributions of individual artists and the distinguishing characteristics of the genres they used, e.g., Andy Warhol and Pop Art, Salvador Dali and Surrealism, Vincent Van Gogh and Expressionism, Piet Mondrian and Modernism, Emily Carr and Linear Movement
 | Essentials Questions:* How do these artists use color in the paintings?
* How do they convey mood and emotion?
* How has their artistic contribution influence art today?
* How has art changed throughout the genres?
 |
| Knowledge and Skills:* Chart how prominent artists influenced art making within their own circles and across and emulate their stylistic influences to create personal works of art.
* Identify distinguishing characteristics of various genres of art Examine artists' use of various geometric and organic shapes taken from everyday life; of color and values; formal or informal balance; rhythm, repetition and patterning; f emphasis and the proportioning of the human form. Use exemplary works by artist associated with various genres and historical eras as inspiration for the creation of original works of art
 | **Knowledge and Skills continued….*** Contribute to a discussion about who artists are, what they do, how they create art and how what they create is a reflection of societal beliefs
 |
| Demonstration of Learning/Assessment:* SWBAT create printmaking in the style of Warhol
* overlap oil pastels to create value
* SWBAT apply various techniques of folding paper forms
* SWBAT create artwork using value, proportion and perspective to create space on a flat surface
* SWBAT understand and demonstrate watercolor techniques
* SWBAT create three dimensional art in the style of a particular culture
 |
| Suggested Tasks and Activities:* Create images using printmaking skills
* Use different painting styles that correlate to the specific style of various artists
* Reinforce basic art vocabulary
* **Graphic Design:** Using a graphic design program, students will incorporate a particular culture’s style, design and influence on an online work of art
 | Tech Integration: * Smartboard
* Brain Pop Jr.
* Google Images
* Paint 3D
 |
| Resources: Google Images, Books with visuals |

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| **Content Area: Art** | **Grade Level : Fourth**  |
| **Unit Title: Unit 3: Performance**  |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building  on others' ideas and expressing their own clearly. SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that  contribute to the discussion and link to the remarks of others. SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities.  |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
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		- **Communicate Clearly**
		- **Collaborate with Others**
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 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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|  **Unit 3: Performance**  | **Grade Level: Fourth February- April** |
| **Standard**: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. **Cumulative Progress Indicators:*** 1.3.5.D.1: The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
* 1.3.5.D.2: Contextual clues to culturally specific thematic content; symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
* 1.3.5.D.3: Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art making.
* 1.3.5.D.4: The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
* 1.3.5.D.5: There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.
 |
| Enduring Understanding:* Comparing realistic vs. non-realistic pieces of art
* Understanding that all art is significant and meaningful no matter the genre or country or origin
* Demonstrating value to show depth
 | Essentials Questions:* What is realistic art?
* What is non-realistic art?
* How is art meaningful?
* How can we show depth in a piece of art?
 |
| Knowledge and Skills* Define the styles of Expressionism, Surrealism, Realism, Cubism, Impressionism, and Pop Art
* Introduction to collage
* Reinforce use of media, e.g. oil pastel, chalk pastel, watercolor paint, tempera paint, color pencils
* Reinforce use of ruler for measurement and drawing straight lines
* Introduction of shading
 | Demonstration of Learning/Assessment:* SWBAT create a still life using value to give the illusion of depth
* SWBAT create a landscape using oil pastel in the style of Van Gogh using proportion and placement
* SWBAT create a portrait in the style of cubism by cutting and shifting shapes
* SWBAT create a still life using a graphic design computer program
 |
| Suggested Tasks and Activities:* Show Brain Pop Jr. video on Paul Cezanne’s still lifes
* Show Brain Pop Jr. video on Vincent Van Gogh’s landscapes
* Showing various types of art genres (impressionism, cubism, realism)
* Open discussion informal critique
* **Graphic Design**: Using Paint 3D create a still life
 | Tech Integration: * Google Images
* Smart Board
* BrainPop
* Paint 3D
 |
| Resources: Google Images, Books with visuals |

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| **Content Area: Art** | **Grade Level : Fourth**  |
| **Unit Title: Unit 4: Rhythm - Singing** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building  on others' ideas and expressing their own clearly. SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that  contribute to the discussion and link to the remarks of others. SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities.  |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
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		- **Guide and Lead Others**
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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| **Content Area: Music** | **Grade Level : Fourth May- June** |
| **Unit Title: Unit 4: Aesthetic Responses** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building  on others' ideas and expressing their own clearly. SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that  contribute to the discussion and link to the remarks of others. SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities.  |
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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| **Unit Title: Unit 4: Aesthetic Responses**  | **Grade Level: Fourth**  |
| **Standard**: 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual arts.**Cumulative Progress Indicators:*** 1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
* 1.4.2.B.2 Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
* 1.4.2.B.3 Contextual clues are embedded in works of art and provide insight into artistic intent.
 |
| Enduring Understanding:* Personal responses to different genres of art
* Art is a personal expression of self
* Each one of us has a personal preference
* Art is subjective
 | Essentials Questions:* What emotion was the artist trying to convey in this artwork?
* Why do you like this type of art?
* Why don’t you like this type of art?
* How does art make you feel?
* Would you like it if there were only one type of art, or one painting in the world?
* How do you express yourself through your art?
 |
| Knowledge and Skills:* Introduce some basic art vocabulary, e.g. elements of art, principles of design, proportion, landscape, horizontal, portrait, vertical, symmetry, monochromatic, tint, shade, and cubism
* Continued practice in coloring, cutting, pasting
* Introduce 3D media such as, yarn, pony beads, sequence
 | Demonstration of Learning/Assessment:* SWBAT identify elements of art and principles of design
* SWBAT identify and communicate the various purposes of art using different genres, such as, portrait, still life, landscape, realistic, abstract
* SWBAT identify and describe various aspects of personal, social, and historical context from various genres
* SWBAT communicate personal preferences on the meaning of the work inspired by the artists’ imagination and culture
 |
| Suggested Tasks and Activities:* Show various types of art genres (impressionism, cubism, realism)
* Show various Google images comparing and contrasting genres
* Open discussion about the artists’ motivation behind the artwork
* Open discussion using art terminology to evaluate how the artist used the elements and principles
* Introduce techniques of media listed above
* **Graphic Design:** Create a piece of artwork on Paint 3D. Take part in a museum walk to critique the art
 | Tech Integration: * Google Images
* Smart Board
* BrainPop
* Paint 3D
 |
| Resources: Google Images, Books with visuals |