



Bristol Public Schools
Office of Teaching & Learning

Department	Visual Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Art
Course Description for Program of Studies	N/A
Grade Level	4
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Line	Shape and Form	Space	Color	Printmaking	Assemblage/Sculpture (2D)	Clay (3D)
Creating							
VA:Cr1.1 Investigate, Plan, Make				S			S
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	S	S	P	P	P
VA:Cr3.1 Refine and complete artistic work.				P			
Presenting							
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.					S		S
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.						S	
VA:Pr6.1 Convey meaning through the presentation of artistic work.							

Responding							
VA:Re7.1 Perceive and analyze artistic work.	S	S	S		S		S
VA:Re8.1 Interpret intent and meaning in artistic work.			P				S
VA:Re9.1 Apply criteria to evaluate artistic work.							
Connecting							
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.							S
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		S					

UNIT 1: Line

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.4	Explore and invent art-making techniques and approaches.		Content Knowledge	parallel, perpendicular, intersecting, contour, visual texture
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Re7.2.4	Analyze components in visual imagery that convey messages.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.4: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Re7.2.4: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Visual imagery influences understanding of and responses to the world.

UNIT DESCRIPTION

Students will learn that lines can be described using visual and mathematical knowledge. Students will explore and expand their line vocabulary. They will learn to identify parallel, perpendicular, intersecting and contour lines within a composition.

Activities will include observing and recognizing mathematical lines in art and the environment. Students will draw lines within a composition that are parallel, perpendicular, intersecting. Students will also identify and create artwork exploring contour lines. Students will use lines to create visual texture. Students will create artwork using lines in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply parallel, perpendicular, intersecting and contour lines within a composition.
- Identify and apply visual texture within a composition.
- Demonstrate knowledge of mathematical lines in art and the environment.
- Create artwork with lines that are parallel, perpendicular, and intersecting.
- Create artwork exploring contour lines.
- Create artwork using lines in a variety of media, techniques and processes.
- Create artwork using lines to create visual texture.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	texture lines, movement lines, expressive lines

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 2: Shape and Form

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.4	Explore and invent art-making techniques and approaches.		Content Knowledge	complex geometric shapes, parallelogram
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Re7.2.4	Analyze components in visual imagery that convey messages.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.4: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Re7.2.4: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Visual imagery influences understanding of and responses to the world.

UNIT DESCRIPTION

Students will review that shape is an element of art. They will continue to identify different kinds of basic and complex geometric shapes. Students will recognize parallelograms within their own artwork. Students will observe, describe and explore shapes artists use to create artwork, as well as shapes found in the environment.

Activities will include observing and recognizing shapes in art, along with creating shapes within their compositions. Students will continue to create artwork utilizing shapes in a variety of media, techniques and processes. Students will continue to use art vocabulary when describing artwork. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply complex geometric shapes- parallelograms.
- Identify parallelograms within my own artwork.
- Describe shapes artists use to create artwork, as well as shapes found in the environment.
- Create artwork using parallelograms.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	silhouette, shadow

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 3: Space

TITLE: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Re8.1.4	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.		Content Knowledge	Realism
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.2.4	Analyze components in visual imagery that convey messages.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.3.4	Document, describe, and represent regional constructed environments.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Re8.1.4: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

VA:Re7.2.4: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Cr2.3.4: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

UNIT ENDURING UNDERSTANDING

People evaluate art based on various criteria.

Visual imagery influences understanding of and responses to the world.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

UNIT DESCRIPTION

Students will explore spatial relationships in order to achieve realistic drawings. They will understand and continue to use size relationships and overlapping. Students will also explore how value, focus and color helps to achieve realism in an artwork.

Activities will include drawing objects within the environment that occupy space including, but not limited to, landscapes and still life arrangements. Students will continue to use art vocabulary in describing artwork. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply realism in artwork.
- Create artwork using spatial relationships to achieve realistic drawings.
- Demonstrate how value, focus and color help to achieve realism in artwork.
- Create a drawing with objects within an environment that occupy space including, but not limited to, landscapes and still like arrangements.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	landscapes, still life, positive, negative, open space, detail
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	

UNIT 4: Color

TITLE: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr3.1.4	Revise artwork in progress on the basis of insights gained through peer discussion.		Content Knowledge	Tint, shade, value, scale, mixing, blending
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr1.1.4	Brainstorm multiple approaches to a creative art or design problem.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.4	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr3.1.4: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr1.1.4: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr2.2.4: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

UNIT ENDURING UNDERSTANDING

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

UNIT DESCRIPTION

Students will continue to learn that color is an element of art. Students will identify tints and shades. They will understand that a value scale is made up of various tints and shades of a single color. They will recognize and describe colors in artwork and in the environment. Students will observe how artists use color to represent things from real life as well as their imagination.

Activities will include creating works of art with tints and shades with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc. Students will also be introduced to mixing and blending colors. Techniques could include brush, sponge application, resist. Students will continue to use art vocabulary when describing their artwork and the work of others. Students will continue to apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify tints and shades in artwork and the environment.
- Explain that a value scale is made up of various tints and shades of a single color.
- Describe colors in artwork and the environment.
- Create work of art with tints and shades with a variety of media such as watercolors, liquid watercolors, tempera, tempera cakes, paint sticks, etc.
- Create artwork using mixed and blended colors.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Complementary, contrast
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	

UNIT 5: Printmaking

TITLE: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.4	Explore and invent art-making techniques and approaches.		Content Knowledge	Monoprint, pull
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.4	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Cr2.3.4	Document, describe, and represent regional constructed environments.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Pr.4.1.4	Analyze how past, present, and emerging technologies have	x	Content Knowledge	

	impacted the preservation and presentation of artwork.		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.2.4	Analyze components in visual imagery that convey messages.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.4: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.4: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Cr2.3.4: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Pr4.1.4: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA:Re7.2.4: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Visual imagery influences understanding of and responses to the world.

UNIT DESCRIPTION

Students will continue to explore printmaking using a variety of media to create an original artwork. They will recognize and understand the concept of a monoprint, and how it is quite different from a stencil print. A variety of media as well as printing methods will be explored further. They will recognize and understand the term mixed-media and how artists often use more than one media to convey their ideas.

Activities will include creating a monoprint using a variety of media which may include paint, ink, and marker. Students will pull an original print from a plate which can include paper, jelly, foam, tile, and/or acetate. Students will continue to learn and apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply monoprint and pull.
- Compare and contrast monoprint and stencil print.
- Explain the term mixed media and how artists often use more than one media to convey their ideas.
- Create a monoprint using a variety of media which may include paint, ink, and marker.
- Create artwork pulling an original print from a plate which can include paper, jelly, foam, like and/or acetate.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Stencil, positive space, negative space

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 6: 2D/3D Fine Motor Skills

TITLE: Assemblage/Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.4	Explore and invent art-making techniques and approaches.		Content Knowledge	Weaving, loom, warp, weft, actual texture
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Cr2.2.4	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
		x	Learning Behavior	
VA:Pr5.1.4	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr2.1.4: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.2.4: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Pr5.1.4: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

UNIT ENDURING UNDERSTANDING

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

UNIT DESCRIPTION

Students will develop fine motor skills using various media. They will be introduced to the weaving technique, and understand the concepts of weaving over and under to create a finished piece of art. Students will deepen fine motor skills by tying and knotting yarn. Students will begin to compare actual texture to visual texture. Students will also demonstrate advancement in cutting techniques, and begin cutting more intricate shapes from a variety of materials.

Activities will include creating a weaving using yarn or paper etc. Students will create a loom, out of various materials for example a plate, and weave over and under to produce a finished product. Students will begin to use found objects and materials to create actual texture. Students will also create a piece of art using advanced cutting skills, such as cutting notches, slits, and tabs.

Students will demonstrate proper scissor safety skills, as well as proper use of a variety of adhesives.

Learning Targets: I CAN

- Identify and apply the weaving technique, loom, warp, weft, actual texture
- Create a piece of artwork using the weaving technique of over and under.

- Create a piece of artwork using tying and knotting yarn.
- Compare and contrast actual texture to visual texture.
- Demonstrate advancement of cutting techniques and begin to cut more intricate shapes from a variety of materials.
- Create a piece of artwork using a weaving of yarn or paper.
- Create a loom out of various materials ,for example a plate, and weave over and under in order to produce a finished product.
- Create a piece of art using advanced cutting skills, such as cutting notches, slits, and tabs.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Mobile, stabile, sculpture

RESOURCES

[Common Resource Google Document](#) which highlights *diverse*: culture, art history, artists, and environment.

UNIT 7: 3D Fine Motor Skills

TITLE: Clay

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.4	Brainstorm multiple approaches to a creative art or design problem.		Content Knowledge	Slab, functional, nonfunctional
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.1.4	Explore and invent art-making techniques and approaches.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
VA:Pr.4.1.4	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1.4	Compare responses to a work of art	x	Content Knowledge	

	before and after working in similar media.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re8.1.4	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.4	Create works of art that reflect community cultural traditions.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

VA:Cr1.1.4: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr2.1.4: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Pr.4.1.4: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA:Re7.1.4: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn

from our responses to art?

VA:Re8.1.4: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Cn10.1.4:How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

UNIT ENDURING UNDERSTANDING

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

People gain insights into meanings of artworks by engaging in the process of art criticism.

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

UNIT DESCRIPTION

Students will continue to refine and expand their 3D fine motor skills through manipulation of clay. They will be introduced to the slab technique, and apply texture to the surface of the slab. Activities may include bowls,tiles etc. Students will learn the difference between functional and nonfunctional as it applies to clay.

Students will apply proper safety procedures and participate in cleaning their work space and be respectful of others and school property.

Learning Targets: I CAN

- Identify and apply slab, and functional vs nonfunctional.
- Demonstrate use of the slab technique, and apply texture to the surface of a slab.
- Compare and contrast functional and nonfunctional as they apply to clay.
- Create a bowl, tile, ect using the slab technique.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
N/A	Coil, slip, score, smooth, attach
RESOURCES	
Common Resource Google Document which highlights <i>diverse</i> : culture, art history, artists, and environment.	