

Elizabethtown Area School District Curriculum
 Related Arts

Grade, Course: 4, Art	
Strand: Connecting: Relating artistic ideas and work with personal meaning and external context.	
National Content Area Standards: VA: Cn 10.1. 4a Create works of art that reflect community and cultural traditions VA: Cn11.1 4a Through observation infer information about time, place and culture in which a work of art is created	
PA Content Area Standards: 9.2 A-L	
PA Core Standards: Math: Ela: E07.B-V.4	
Essential Questions: <ul style="list-style-type: none"> • How does art help us understand the lives of people of different times, places and cultures • How is art used to impact views of a society? • How does art preserve aspects of life? 	Understandings: Students will understand THAT . . . <ul style="list-style-type: none"> • Through artmaking, people make meaning by investigating and developing awareness of perceptions
Knowledge: <ul style="list-style-type: none"> • How to critique historical and contemporary artwork . • Identify art that has meaning relative to culture. • How to Interact as an artist with other artists • Practice working with others, not only by collaborating but also by talking to others about their work • How to present oneself as an artist. 	Skills: Create collaborative mural/ mosaic Exquisite corpse drawing across groups of students in different classes Compare and Contrast Famous/Contemporary Art works as a well as student art work.

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Grade, Course: 4, Visual Art	
Strand: Perspective	
<u>National Content Area Standards:</u> VA:Cr1,2.4a	
<u>PA Content Area Standards:</u> 9.3 G	
<u>PA Core Standards:</u> Math: Ela: E07.B-V.4	
<u>Essential Questions:</u> <ul style="list-style-type: none">• What is perspective in art as well as in ELA?• How can perspective be used in physical space as well as interpreting someone's point of view?• How can ariel perspective and overlapping be used to show perspective?	<u>Understandings: Students will understand THAT . . .</u> <ul style="list-style-type: none">• Perspective is a point of view as well as a visual tool to create the effect of three dimensional space on a two dimensional surface.• That a point of view can be interpreted with in visual space.• That overlapping and making objects smaller as they get farther away create the illusion of perspective.
<u>Knowledge:</u> <ul style="list-style-type: none">• Interpreting point of view in other students and famous artwork as well as writing.• Describing other's point of view• Creating perspective using overlapping• Creating perspective making things smaller as they get farther away.(Aerial Perspective)	<u>Skills:</u> <ul style="list-style-type: none">• Envision Space• Observe/Reflect• Understand the Arts and Community• Engage and Persist

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Grade, Course: 4, Art	
Strand: Problem Solving	
<p>National Content Area Standards: VA:Cr1.1.2a, VA:Cr1.2.2a, VA:Cr2.1.1.2a, VA:Cr2.2.2a, VA:Cr2.3.2a, VA:Cr3.1.2a, VA:Pr5.1.2a, VA:Re8.1.2a, VA:Re9.1.2a, VA:Cn10.1.2a, VA:Cn11.1.2a</p> <p>PA Content Area Standards: 9.1, 9.2, 9.3, 9.4</p> <p>PA Core Standards: CC.1.4.2.H CC.1.4.2.I CC.1.4.2.M CC.2.3.2.A.1</p> <p>Math:</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do artists solve problems with their art? • How do artists create problems with their art? • What challenges do artists encounter while creating their artwork at different stages of art making process and engage and persist? 	<p>Understandings: Students will understand THAT . . .</p> <ul style="list-style-type: none"> • Problem solving can be used to engage and persist through struggles and mistakes • Artist's use problem solving to choose or discard specific materials • Copies of original art works can be replicated using printmaking techniques • How to create multiple prints with alignment
<p>Knowledge:</p> <ul style="list-style-type: none"> • Artists use problem solving to navigate challenges that occur while making their art. • Artists use problem solving to fix mistakes that happen while creating their artwork. • Artwork helps practice creative problem solving • Understanding materials helps create more solutions for problems that occur. 	<p>Skills:</p> <ul style="list-style-type: none"> • Printmaking • Registration • printmaking vocabulary • Collaborative Mural (Together Lesson)

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Grade, Course: 4, Art	
Strand: Purpose for Creating	
National Content Area Standards: VA:Cr1.1.2a, VA:Cr1.2.2a, VA:Cr2.1.1.2a, VA:Cr2.2.2a, VA:Cr2.3.2a PA Content Area Standards: 9.2 A-L PA Core Standards: Math: Ela: E07.B-V.4	
Essential Questions: <ul style="list-style-type: none">• How do artists find purpose for their creations?• What inspires all artists; in all categories to find purpose for their media?• How does purpose play a role in how art affects the community/society	Understandings: Students will understand THAT . . . <ul style="list-style-type: none">• Visual art sends a message, and has purpose just like argumentative writing.• People see imagery and symbolism in order to draw “text” evidence from art work.
Knowledge: <ul style="list-style-type: none">• Purpose can be overt or hidden within an artwork• Art can be used to bring purpose to social justice• Contemporary Artist’s have a variety of reasons to create art	Skills: <ul style="list-style-type: none">• Instillation Art• Mural making• Collaboration• Community Arts and Art making• Observe purpose in works of art