**MSAD #54 Visual Arts Curriculum**

Content Area: Art  
Unit: Disciplinary Literacy  
Grade: Grade 4  
MLR Span: 3 - 5

**MLR Content Standard:** **A: Disciplinary Literacy – Visual Arts**  
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

*Assessment*

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<th>Disciplinary Literacy</th>
<th>MLR Performance Indicators</th>
<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities</th>
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</table>
| **Artist’s Purpose**  | 1. Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs. | Students will:  
1a. Learn about a variety of art movements and world cultures. | 1a. Create a piece of artwork based on literature and/or artwork from another culture or time period  
Lesson Example: Klimt Quilt Self-Portraits (Book: Klimt and His Cat) |
| **Elements of Art and Principles of Design** | 2. Students describe features of composition.  
   a. Describe Elements of Art: color, form, line, shape, space, texture, and value.  
   b. Describe Principles of Design including balance, contrast, emphasis, movement, and pattern. | Students will describe:  
   a1. Elements of Art: color, lines, space, shape (silhouette)  
   b1. Principles of Design: Balance (use of picture plane, symmetry, asymmetry), complex patterns, emphasis, unity, movement, and proportion. | a1-b1. Use existing artwork, resources (ex. Color wheel), and student created works to demonstrate knowledge of the Elements of Art and Principles of Design listed to the left.  
Lesson Example: Kandinsky Color Wheels |
| **Media, Tools, Techniques, and Processes** | 3. Students describe a variety of media and associated tools, techniques, and processes, for multiple art forms and | Students will:  
3a. Demonstrate knowledge of the use of tools and media used to create a variety of art forms.  
Students will explore art-based | Drawing  
Painting  
Collage  
Clay  
Printmaking |
| genres. | computer applications and websites. | Weaving  
Mixed media including computer applications  
Lesson Examples:  
Clay Cupcakes  
Chihuly Sculptures |
### MSAD #54 Visual Arts Curriculum

**Content Area:** Art  
**Unit:** Creation/Expression  
**Grade:** Grade 4  
**MLR Content Standard:** B: Creation, Performance, and Expression  
Students create, express, and communicate through the art discipline.

### *Assessment*

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</table>
| **Media Skills**     | 1. Students use a variety of media, tools, techniques, and processes to create original art works. | Students will:  
1a. explore drawing, painting, collage, sculpture, printmaking, and weaving, as well as computer generated media. | Landscape  
Seascape  
Still Life  
Portrait  
Sculpture  
Digital Images |
|                     | 2. Students use Elements of Art and Principles of Design to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms. | Students will:  
2a. demonstrate knowledge of Elements and Principles of art through the exploration of a variety of art projects. | Drawing  
Painting  
Collage  
Clay/Sculpture  
Printmaking  
Weaving |
| **Composition Skills** | 3. Students create art works that communicate ideas, feelings, and meanings demonstrate skill in the use of media, tools, techniques, and processes. | Students will:  
3a. create art that conveys feeling or communicates an idea through skills learned in creating different art forms. | Examples: Pinwheels for Peace Project  
Resource: Artwork Self Evaluation |
| **Making Meaning**   | 4. Students help with the selection and preparation of art works for display in the classroom, school, or other community location. | Students will:  
4a. select artwork for display and discuss these works using appropriate art vocabulary | Art room critiques and discussions |
MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Problem Solving

MLR Content Standard: **C: Creative Problem Solving**
Students approach artistic problem-solving using multiple solutions and the creative process.

*Assessment*

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<th>Application of Creative Process</th>
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<tr>
<td>1. Students describe and apply steps of creative problem-solving.</td>
<td>Students will:</td>
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<tr>
<td>a. Identify problem</td>
<td>a1. Identify criteria of a project.</td>
<td></td>
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<tr>
<td>c. Generate a variety of solutions.</td>
<td>c1. Imagine many options.</td>
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<tr>
<td>d. Implement solution(s).</td>
<td>d1. Select preferred option and create artwork.</td>
<td></td>
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<tr>
<td>e. Evaluate solution(s).</td>
<td>e1. Reflect on completed artwork.</td>
<td></td>
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</table>

|  |  |  |
|---------------------------------|----------------------------|---------------------|-----------------------------------|
|  |  | a1-d1. Break down projects and brainstorm as a class through problem-solving steps. |
|  |  | e1. Complete individual artwork evaluations. |
### MSAD #54 Visual Arts Curriculum

Content Area: Art  
Unit: Aesthetics  
Grade: Grade 4  
MLR Span: 3 - 5

MLR Content Standard: **D: Aesthetics and Criticism**  
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

*Assessment*

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<th>Aesthetics and Criticism</th>
<th>MLR Performance Indicators PreK-2</th>
<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities</th>
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</thead>
<tbody>
<tr>
<td>1. Students describe and compare art forms.</td>
<td></td>
<td>Students will:</td>
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</tbody>
</table>
| a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills and processes as referenced in Standard A: Disciplinary Literacy. | a1-c1. View existing fine artworks and student created works using concepts, art elements, and design principles discussed in the art classroom. | a1-c1. View fine artworks using Visual Thinking Strategy method  
Resource: See, Think, Wonder Worksheet | |
| b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art. | | a1-c1. View peer artworks using a variety of critique methods.  
Example: Pair-Share | |
MSAD #54 Visual Arts Curriculum

Content Area: Art  
Unit: Connections  
Grade: Grade 4  
MLR Span: 3 - 5

MLR Content Standard: E: Visual and Performing Arts Connections  
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

*Assessment

<table>
<thead>
<tr>
<th>Connections</th>
<th>MLR Performance Indicators PreK-2</th>
<th>MSAD #54 Objectives</th>
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<tbody>
<tr>
<td>The Arts and History and World Culture</td>
<td>1. Students explain that the visual/performing arts help people understand history and/or world cultures.</td>
<td>Students will: 1a. explore artworks of a variety of cultures for comparison and contrasting.</td>
<td>1a. Create an artwork that appreciates a variety of cultures, for example, clay looms and weaving. Lesson Example: Dragon Origami</td>
</tr>
<tr>
<td>The Arts and Other Disciplines</td>
<td>2. Students describe characteristics shared between and among the arts and other disciplines.</td>
<td>Students will: 2a. make connections between their artwork and other disciplines.</td>
<td>Integrate art concept with science, math, literacy, etc. Lesson Example: Tessellations CSI: Lifting a Print</td>
</tr>
</tbody>
</table>
| Goal Setting                     | 3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting. | Students will: 3a. be able to create an effective artwork in the timeframe allotted.  
3b. learn to communicate their ideas and share tools. | |
| Impact of the Arts on Lifestyle and Career | 4. Students describe the contribution of the arts on lifestyle and career choices.  
   a. Identify the various roles of, and requirements to become, artists.  
   b. Describe the benefit of | Students will:  
   a1. learn about a variety of “real” artists.  
   b1. explore when/where they | a1-b1. Discuss the lives of artists and the presence of art in our daily lives. |

Lesson Example: Dragon Origami  
Integrate art concept with science, math, literacy, etc. Lesson Example: Tessellations CSI: Lifting a Print  
a1-b1. Discuss the lives of artists and the presence of art in our daily lives.
<table>
<thead>
<tr>
<th><strong>Interpersonal Skills</strong></th>
<th>participation in the arts on a healthy lifestyle including the use of leisure time.</th>
<th>encounter and/or participate in the arts daily.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</td>
<td>Students will:</td>
<td>Students will:</td>
</tr>
<tr>
<td>a. Getting along with others</td>
<td>a5-i5. appreciate contributions of classmates.</td>
<td>a5-i5. appreciate contributions of classmates.</td>
</tr>
<tr>
<td>b. Respecting differences</td>
<td>a5-i5. develop personal pride in their work.</td>
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<tr>
<td>c. Working as a team/ensemble</td>
<td>a5-i5. recognize classroom responsibilities.</td>
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<tr>
<td>d. Managing conflict</td>
<td></td>
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<td>e. Accepting/giving/using constructive feedback</td>
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<td>f. Accepting responsibility for personal behavior</td>
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<td>g. Demonstrating ethical behavior</td>
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<td>h. Following established rules/etiquette for observing to art</td>
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<td></td>
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<tr>
<td>i. Demonstrating safe behavior</td>
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