

# The Hazleton Area School District



Grade Level: 4th

Subject: Visual Arts

Prepared By: Lindsey Bower

Week(s): Sept 13-Oct 24

Schedule: 1<sup>st</sup> Quarter

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- What is pattern?</li> <li>- How can we make our own pattern?</li> </ul>	<p><b>Anchors Addressed:</b> CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>PA Standards for Arts and Humanities:</b> 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities: Repetition</p>
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Goals & Objectives	Activities	Materials	Assessment
		Student journals, pencils, tape, scissors, 2"x2" oak tag squares, 4"x4" oak tag squares, white board, markers, colored pencils, 9"x12" manila paper, 9"x12" white drawing paper, 12"x15" colored construction paper, glue sticks	Formative: Thumb Check for Understanding Thumbs up, I understand Thumbs sideways; I need some more explanation Thumbs down; I do not understand
<p><b>Week 1</b> Students will learn the vocabulary of <i>pattern</i> and <i>repetition</i> in terms of the visual arts.</p>	<p>Teacher introduces project by discussing with class that certain elements of art like line, shape, and color can create a pattern by using the principle of art, repetition. Several examples of how we can create patterns are shown on the board. Students create simple patterns in their journals. Creating a pattern using a cutting and joining method of paper is introduced. These shapes are called tangrams. Different examples of how tangrams can create patterns are demonstrated on the board.</p>		

<p><b>Week 2</b> Students will gain an understanding of how practicing different methods to create an artwork can improve the outcome of our finished artwork.</p>	<p>Students practice creating their own tangrams by cutting and taping 2"x2" oak tag and tracing the shapes into their journals, fitting the shapes into one another.</p>		<p>Summative: Project: See Rubric Journal Entry: Did student answer questions in a complete sentence using proper grammar, spelling, and punctuation? Did student answer question thoughtfully and relevantly? S/NI/U</p>
<p><b>Weeks 3-6</b> Students will gain an understanding that putting forth effort and time into a project can be rewarding.</p>	<p>Students pick a style of tangram that they like from their practicing. The students then trace their tangram pattern onto 9"x12" white drawing paper, filling the whole page. Students then outline the shapes in marker, and color in the shapes with colored pencil.</p>		
<p><b>Week 7</b> Students will learn how to mount an artwork, Students will reflect on their artwork by answering questions in their journals.</p>	<p>Students finish coloring artwork then choose a color of construction paper to mount their projects on. Teacher shows an example of what a mounted piece of artwork looks like, and that mounting artwork can create a frame and make our work stand out, especially with a suitable color. Teacher cuts colored paper to size for each student. Students center their artwork, then glue it onto colored construction paper. Students answer questions in journal that are written on white board:" 1. Describe your tangram. (Rotational, side-to-side, up-and-down, colors, does your tangram look like anything?) 2. If you were to create another tangram, would you do anything different? What?" Students write name on back of project and turn into teacher.</p>		