## 4th Grade Visual Art Scope and Sequence 2012-13 v.1

**ACRONYM KEY**

**AWL: Academic Word List**

**CCGPS: Common Core Georgia Performance Standards**

**CCRAS –R: College and Career Readiness Anchor Standards for Reading**

**CCRAS –W: College and Career Readiness Anchor Standards for Writing**

**CCRAS –SL: College and Career Readiness Anchor Standards for Speaking and Listening**

**CIM: Creativity Instructional Matrix**

**GPS: Georgia Performance Standards**

**VTS: Visual Thinking Strategies**

**Example: CCRAS – R. 5 = College and Career Readiness Anchor Standards for Reading #5 (Craft and Structure):** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Example: CCRAS – W. 2 = College and Career Readiness Anchor Standards for Writing #2 (Text Type and Purposes):** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Example: CCRAS – W. 7 = College and Career Readiness Anchor Standards for Writing #7 (Research to Build and Present Knowledge):** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Example: CCRAS – SL. 1 = College and Career Readiness Anchor Standards for Speaking and Listening #1 (Comprehension and Collaboration):** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Example: CIM: S2.5** **= Creativity Instructional Matrix, Stage 2, Cognitive Skill #5:** Questions hierarchies of value and logic by critiquing and producing artworks.

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| **36 Week Time line** |
| **Week** | **SLO Alignment** | **GPS and CCGPS Alignment** | **Unit Theme** | **Concepts/Skills/Activities** |
| **Week 1** | Multiple | **Art GPS:** Multiple**CCGPS:** MultipleAWL: **CIM:** Multiple | Pre-Test | **CKV Pre-Test** |
| **Week 2** | **#1**DOK Level 1 | **Art GPS: VA4CU.2** Views and discusses selected artworks.**CCGPS:** CCRAS – R. 5CCRAS – SL.1AWL: Style, significant **CIM:** S1.7 **R** Mentally envisions what cannot be directly observed by depicting imaginary worlds, machines with mysterious functions, embodiments of mythical beings, intangible forces, values, etc | Creative Thinking | **Concepts/Skills**: Surrealism**Activities**: VTS Images 1 & 2; Visual-Verbal Sketchbook**Suggested Lesson**: **Artist(s)/Artwork(s):** Dali**Resources**: 4th Grade VTS PPT**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **VTS Questions****Five Core Questions for Creativity Development:**1. What more can you do?
2. Did you take a chance?
3. What else can you connect it to? (What more can you add?)
4. What is another way of doing it? Can it be better?
5. Are you letting your personality come through?
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| **Week 3** | **#22**DOK Level 1 | **Art GPS: VA4CU.2** Views and discusses selected artworks.**CCGPS:** CCRAS – R. 5CCRAS – SL.1AWL: Strategy , transform**CIM:** S1.9 **R** Uses strategies, such as those found in SCAMPER (Eberle, 1996), McKim (1980), Roukes (1984), to alter/generate visual images and how they are perceived | Creative Thinking | **Concepts/Skills**: Distortion **Activities**: VTS Images 3 & 4; Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** **Resources**: 4th Grade VTS PPT**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **VTS Questions****Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 4** | N/A | **Art GPS: VA4PR.1** Creates artworks based on personal experience and selected themes.**CCGPS:** CCRAS – W.2AWL: Integrate, interval, sequence**CIM:** S2.2 **R** Adapts/uses a visual language to connect one idea to other ideas using a range of strategies; seeks/employs visual and conceptual patterns to make connections | Creative Thinking – Connecting the Arts | **Concepts/Skills**: Performance Art; Rhythm; Movement**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** **Resources**: **Allora** & **Calzadilla, “Gloria” (Venice Biennale):** [**http://www.youtube.com/watch?v=AqAHDXCNGjA**](http://www.youtube.com/watch?v=AqAHDXCNGjA)**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 5** | **#18, #11**DOK Level 2 | **Art GPS: VA4CU.2** Views and discusses selected artworks. **VA4AR.3** Explains how selected elements and principles of design are used in an artwork to convey meaning**CCGPS:** CCRAS – W.2AWL: Sequence, Stress (as in emphasize; “Stress lines or colors to create different visual rhythms”)**CIM:** S1.8 **R** Recognizes that interpretation relies on context (the implicit and explicit cues/clues that suggest how we should assign meaning to something); combines cues/clues from disparate contexts in an artwork to generate unusual meaning | Collage | **Concepts/Skills**: Rhythm; Movement; Overlap**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** Diego Rivera; Romare Bearden**Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 6** | **#23**DOK Level 1 | **Art GPS: VA4CU.2** Views and discusses selected artworks.**CCGPS:** CCRAS – W.2AWL: Interact, emerge (“How does the meaning emerge from the interaction of text and image?”)**CIM:** Recognizes that interpretation relies on context (the implicit and explicit cues/clues that suggest how we should assign meaning to something); combines cues/clues from disparate contexts in an artwork to generate unusual meaning | Collage  | **Concepts/Skills**: Interaction of Text and Image**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** Barbara Kruger, Jenny Holzer**Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 7** | **#19**DOK Level 2 | **Art GPS: VA4AR.3** Explains how selected elements and principles of design are used in an artwork to convey meaning**CCGPS:** CCRAS – R. 5CCRAS – SL.1AWL: Imply, underlie (“What implied lines underlie this area of the painting?), Vary **CIM:** S1.7 **R** Mentally envisions what cannot be directly observed | Drawing | **Concepts/Skills**: Implied Lines; Variety**Activities**: VTS Images 5 &6; Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** Van Gogh**Resources**: 4th Grade VTS PPT**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **VTS Questions****Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 8** | **#27, #31**DOK Level 1 &DOK Level 2 | **Art GPS: VA4PR.2** Understands and applies media, techniques, and processes of two-dimensional art**VA4AR.3** Explains how selected elements and principles of design are used in an artwork to convey meaning**CCGPS:** CCRAS – W.2AWL: Range**CIM:** S1.1 **R** Mentally recalls/produces visual images using art materials | Drawing | **Concepts/Skills**: Light and Dark Values, Light Source**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):**  **Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 9** | Multiple | **Art GPS:** Multiple**CCGPS:** MultipleAWL:**CIM:** Multiple | Review | Review; remediate  |
| **Week 10** | **#16**DOK Level 1 | **Art GPS: VA4PR.2** Understands and applies media, techniques, and processes of two-dimensional art**CCGPS:** CCRAS – R. 5CCRAS – SL.1AWL: Perspective**CIM:** S1.1 **R** Mentally recalls/produces visual images using art materials | Drawing | **Concepts/Skills**: One Point/Linear Perspective; Cityscape**Activities**: VTS Images 7 & 8; Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** **Resources**: 4th Grade VTS PPT**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **VTS Questions****Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 11** | **#16**DOK Level 1 | **Art GPS: VA4PR.2** Understands and applies media, techniques, and processes of two-dimensional artdimensional art**CCGPS:** CCRAS – W.2AWL: Perspective**CIM:** S1.1 **R** Mentally recalls/produces visual images using art materials | Drawing | **Concepts/Skills**: One Point/Linear Perspective; Cityscape (Week 2)**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** **Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week****12** | **#20**DOK Level 1 | **Art GPS: VA4AR.3** Explains how selected elements and principles of design are used in an artwork to convey meaning**CCGPS:** CCRAS – W.2AWL: Perspective**CIM:** S1.1 **R** Mentally recalls/produces visual images using art materials | Mural | **Concepts/Skills**: Foreground, Middle Ground, Movement**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** a collaborative mural depicting a historical or an imaginary landscape in which objects and figures placed in the foreground create areas of emphasis, and objects placed in the background show diminishing size**Artist(s)/Artwork(s):** Winslow Homer, Diego Rivera**Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 13** | **#20**DOK Level 1 | **Art GPS: VA4AR.3** Explains how selected elements and principles of design are used in an artwork to convey meaning**CCGPS:** CCRAS – W.2AWL: Area (“What area will you make the middle ground?”), perceive**CIM:** S1.1 **R** Mentally recalls/produces visual images using art materials | Mural | **Concepts/Skills**: Foreground, Middle Ground, Movement (Week 2)**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** a collaborative mural depicting a historical or an imaginary landscape in which objects and figures placed in the foreground create areas of emphasis, and objects placed in the background show diminishing size**Artist(s)/Artwork(s):** Winslow Homer, Diego Rivera**Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 14** | **#16**DOK Level 1 | **Art GPS: VA4AR.3** Explains how selected elements and principles of design are used in an artwork to convey meaning**CCGPS:** CCRAS – W.2AWL: Tradition (“There are many landscape traditions”); perspective (linear vs. aerial) **CIM:** S1.1 **R** Mentally recalls/produces visual images using art materials | Drawing | **Concepts/Skills**: Landscape**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** **Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 15** | **#16**DOK Level 1 | **Art GPS: VA4AR.3** Explains how selected elements and principles of design are used in an artwork to convey meaning**CCGPS:** CCRAS – W.2AWL: Tradition (“There are many landscape traditions”); perspective (linear vs. aerial)**CIM:** S1.1 **R** Mentally recalls/produces visual images using art materials | Drawing | **Concepts/Skills**: Landscape (Week 2)**Activities**: VTS Images 9 & 10; Visual-Verbal Sketchbook**Suggested Lesson:** Artist(s)/Artwork(s): **Resources**: 4th Grade VTS PPT**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **VTS Questions****Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 16** | **#5, #9, #10, #15, #17, #30**DOK Level 3 | **Art GPS:** **VA4AR.2.d** Uses a variety of approaches to understand and critique works of art; interprets and evaluates artworks through thoughtful discussion and speculation**CCGPS:** CCRAS – W.2AWL: Construct, emphasis, environment, focus**CIM:** S2.1 **R** Explains how changing an artwork’s visual language changes its meaning; see Madden (2005) |  | **Concepts/Skills**: Composition, Vertical, Horizontal, Radial, Mood/Expressive Feeling, Constructed vs. Natural Environment**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** Kerry James Marshal, Jacob Lawrence, George Tooker, Van Gogh**Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 17** | **#5, #9, #10, #15, #17, #30**DOK Level 3 | **Art GPS:** **VA4AR.2.d** Uses a variety of approaches to understand and critique works of art; interprets and evaluates artworks through thoughtful discussion and speculation**CCGPS:** CCRAS – W.2AWL: Construct, emphasis, environment, focus**CIM:** S2.1 **R** Explains how changing an artwork’s visual language changes its meaning; see Madden (2005) |  | **Concepts/Skills**: Composition, Vertical, Horizontal, Radial, Mood/Expressive Feeling, Constructed vs. Natural Environment (Week 2)**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** Artist(s)/Artwork(s): Kerry James Marshal, Jacob Lawrence, George Tooker, Van Gogh**Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 18** | **#2**DOK Level 1 | **Art GPS: VA4CU.2** Views and discusses selected artworks **CCGPS:** CCRAS – R. 5CCRAS – SL.1AWL: Correspond (“Realistic art shows things that correspond to what we see and experience”)**CIM:** S1.8 **R** Recognizes that interpretation relies on context (the implicit and explicit cues/clues that suggest how we should assign meaning to something) | Drawing | **Concepts/Skills**: Realistic/Representational**Activities**: VTS Images 11 & 12; Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** **Resources**: 4th Grade VTS PPT**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **VTS Questions****Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 19** | Multiple | **Art GPS:** Multiple**CCGPS:** MultipleAWL:**CIM:** Multiple | Review | Review and Remediate |
| **Week 20** | **#7, #8, #21, #25, #27**DOK Level 1 | **Art GPS: VA4AR.3** Explains how selected elements and principles of design are used in an artwork to convey meaning**CCGPS:** CCRAS – W.2AWL: Proportion, ratio **CIM:** S2.1 **R** Explains how changing an artwork’s visual language changes its meaning; see Madden (2005) |  | **Concepts/Skills**: Facial Proportions, Tints and Shades, Monochromatic, Light and Dark Values**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** Chuck Close, Frida Kahlo, Da Vinci, Picasso**Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 21** | **#7, #8, #21, #25, #27**DOK Level 1 | **Art GPS: VA4AR.3** Explains how selected elements and principles of design are used in an artwork to convey meaning**CCGPS:** CCRAS – R. 5CCRAS – SL.1AWL: Proportion, ratio**CIM:** S2.1 **R** Explains how changing an artwork’s visual language changes its meaning; see Madden (2005) |  | **Concepts/Skills**: Facial Proportions, Tints and Shades, Monochromatic, Light and Dark Values (Week 2)**Activities**: VTS Images 13 & 14; Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** Chuck Close, Frida Kahlo, Da Vinci, Picasso**Resources**: 4th Grade VTS PPT**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **VTS Questions****Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 22** | **#7, #8, #21, #25, #27**DOK Level 1 | **Art GPS: VA4AR.3** Explains how selected elements and principles of design are used in an artwork to convey meaning**CCGPS:** CCRAS – W.2AWL: Proportion, ratio**CIM:** S2.1 **R** Explains how changing an artwork’s visual language changes its meaning; see Madden (2005) |  | **Concepts/Skills**: Facial Proportions, Tints and Shades, Monochromatic, Light and Dark Values (Week 3)**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** Chuck Close, Frida Kahlo, Da Vinci, Picasso**Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 23** | **#4, #6, #24, #25, #26, #27**DOK Level 1 | **Art GPS: VA4AR.3** Explains how selected elements and principles of design are used in an artwork to convey meaning**CCGPS:** CCRAS – W.2AWL: Perceive, imply, style**CIM:** |  | **Concepts/Skills**: Expressionism, Warm Colors, Cool Colors, Neutral Colors, Monochromatic (Week 2)**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** Matisse, Picasso (Guernica)**Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 24** | **#3, #24, #25, #26, #27, #28**DOK Level 1 &DOK Level 2 | **Art GPS:** **VA4CU.2** Views and discusses selected artworks **VA4AR.2.b** Uses a variety of approaches to understand and critique works of art.**CCGPS:** CCRAS – R. 5CCRAS – SL.1AWL: Perceive, imply, style**CIM:** S2.2 **R** Adapts/uses a visual language to connect one idea to other ideas using a range of strategies, such as metaphor, narrative, irony, appropriation, etc.; seeks/employs visual and conceptual patterns to make connections |  | **Concepts/Skills**: Abstract Art, Warm Colors, Cool Colors, Neutral Colors, Dull Colors**Activities**: VTS Images 15 & 16; Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** Rothko**Resources**: 4th Grade VTS PPT**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **VTS Questions****Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 25** | **#3, #24, #25, #26, #27, #28**DOK Level 1 &DOK Level 2 | **Art GPS:** **VA4CU.2** Views and discusses selected artworks **VA4AR.2.d** Uses a variety of approaches to understand and critique works of art.**CCGPS:** CCRAS – W.2AWL: Perceive, imply, style**CIM:** S2.2 **R** Adapts/uses a visual language to connect one idea to other ideas using a range of strategies, such as metaphor, narrative, irony, appropriation, etc.; seeks/employs visual and conceptual patterns to make connections |  | **Concepts/Skills**: Abstract Art, Warm Colors, Cool Colors, Neutral Colors, Dull Colors (Week 2)**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** Rothko**Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 26** | **#5, #24, #25, #26, #27**DOK Level 1&DOK Level 2 | **Art GPS:** **VA4CU.2** Views and discusses selected artworks **CCGPS:** CCRAS – R. 5CCRAS – SL.1AWL: Perceive, neutral**CIM:** S2.2 **R** Adapts/uses a visual language to connect one idea to other ideas using a range of strategies, such as metaphor, narrative, irony, appropriation, etc.; seeks/employs visual and conceptual patterns to make connections |  | **Concepts/Skills**: Warm Colors, Cool Colors, Neutral Colors**Activities**: VTS Images 17 & 18; Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** Van Gogh, Warhol**Resources**: 4th Grade VTS PPT**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **VTS Questions****Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 27** | **#13, #14**DOK Level 1 | **Art GPS: VA4PR.2** Understands and applies media, techniques, and processes of two-dimensional art**CCGPS:** CCRAS – W.2AWL: Method, process**CIM:** S1.6 **R** Makes multiple representations of a single theme using varied media and approaches | Clay | **Concepts/Skills**: Clay, Subtractive Method, relief **Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** Student chooses theme previously explored in a different media for exploration in clay**Artist(s)/Artwork(s):** **Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 28** | **#13, #14**DOK Level 1 | **Art GPS: VA4PR.2** Understands and applies media, techniques, and processes of two-dimensional art**CCGPS:** CCRAS – W.2AWL: Method, process**CIM:** S1.6 **R** Makes multiple representations of a single theme using varied media and approaches | Clay | **Concepts/Skills**: Clay, Subtractive Method, relief (week 2)**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** Student chooses theme previously explored in a different media for exploration in clay**Artist(s)/Artwork(s):** **Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 29** | Multiple | **Art GPS:** Multiple**CCGPS:** MultipleAWL: Multiple**CIM:** Multiple | Review | Review and Remediate |
| **Week 30** | **#13, #14**DOK Level 1 | **Art GPS: VA4PR.2** Understands and applies media, techniques, and processes of two-dimensional art**CCGPS:** CCRAS – W.2AWL: Construct, method, process**CIM:** S1.6 **R** Makes multiple representations of a single theme using varied media and approaches | Clay | **Concepts/Skills**: Clay, Sculpture**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** Student chooses theme previously explored in a different media for exploration in clay**Artist(s)/Artwork(s):** **Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 31** | **#13, #14**DOK Level 1 | **Art GPS: VA4PR.2** Understands and applies media, techniques, and processes of two-dimensional art**CCGPS:** CCRAS – R. 5CCRAS – SL.1AWL: Construct, method, process**CIM:** S1.6 **R** Makes multiple representations of a single theme using varied media and approaches | Clay | **Concepts/Skills**: Clay, Sculpture (Week 2)**Activities**: VTS Images 19 & 20; Visual-Verbal Sketchbook**Suggested Lesson:** Student chooses theme previously explored in a different media for exploration in clay**Artist(s)/Artwork(s):** **Resources**: 4th Grade VTS PPT**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **VTS Questions****Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 32** | **#12**DOK Level 1 | **Art GPS: VA4PR.2** Understands and applies media, techniques, and processes of two-dimensional art**CCGPS:** CCRAS – W.2AWL: Image, focus, perceive**CIM:** S1.6 **R** Makes multiple representations of a single theme using varied media and approaches | Photography | **Concepts/Skills**: Photography; emphasis/ focal point**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** Student chooses theme previously explored in a different media for exploration in photography**Artist(s)/Artwork(s):**  **Resources**: 4th Grade VTS PPT**Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 33** | **#30**DOK Level 3 | **Art GPS:** **VA4AR.2.d** Uses a variety of approaches to understand and critique works of art; interprets and evaluates artworks through thoughtful discussion and speculation**CCGPS:** CCRAS – W.2AWL: Interpret, react**CIM:** S2.3.1 **R**: Identifying ambiguous, indeterminate, conceptually or emotionally dissonant topics as themes for artworks |  | **Concepts/Skills**: Mood/Feeling**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** **Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 34** | **#30**DOK Level 3 | **Art GPS:** **VA4AR.2.d** Uses a variety of approaches to understand and critique works of art; interprets and evaluates artworks through thoughtful discussion and speculation**CCGPS:** CCRAS – W.2AWL: Interpret, contrast, react**CIM:** S2.3.1 **R**: Identifying ambiguous, indeterminate, conceptually or emotionally dissonant topics as themes for artworks |  | **Concepts/Skills**: Compare and Contrast**Activities**: Visual-Verbal Sketchbook**Suggested Lesson:** **Artist(s)/Artwork(s):** **Resources**: **Ongoing**: Mood/Feeling; Compare and Contrast**Questioning Strategies:** **Five Core Questions for Creativity Development** (See above, Week 2) |
| **Week 35** | **Multiple** | **Art GPS:** Multiple**CCGPS:** MultipleAWL: Multiple **CIM:** Multiple | Review | Review and Remediate |
| **Week 36** | **Multiple** | **Art GPS:** Multiple**CCGPS:** MultipleAWL: Multiple **CIM:** Multiple | Post-Test | **CKV Post-Test** |