

GRADE 4	Kristin Jackson Art Lesson Plan	Lesson Title: Musical Instruments		Duration 2 classes	ART HISTORY <i>Period/Artist(s) Highlighted</i> Multicultural African Asian Central American North American South American European Oceanic Middle East (Islamic) Ancient World / Middle Ages Paleolithic Neolithic Egyptian Chinese Near East Greek Roman Byzantine Early Medieval Romanesque Gothic Classical Pre-Renaissance Early Renaissance High Renaissance Mannerism Baroque Rococo Neoclassicism Romanticism Realism Modern / Contemporary Impressionism Post-Impressionism Art Nouveau Expressionism Pure Abstraction Cubism DADA Fantasy-Surrealism Abstract Expressionism Color-Field Painting Figurative Painting Pre-POP/Neo-DADA POP Art OP Art Conceptual Photo-Realist Neo-Expressionism Contemporary
Element Line Shape Color Form Value Texture Space	Principle Balance Emphasis Movement Unity Variety Repetition Contrast	Objective(s): TSW create a work of art that connects cultural themes to personal experiences of playing an instrument.	NCPS Standards of Achievement Drawing Painting Printmaking Sculpture Assembling Imaging	Subject Language Arts Science Social Studies Math other: MUSIC	
Virginia Art SOLs (2013) Visual Communication and Production <input type="checkbox"/> 4.1 Use steps of the art-making process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for and create works of art. <input type="checkbox"/> 4.2 Demonstrate craftsmanship in personal works of art. <input type="checkbox"/> 4.3 Use imaginative and expressive imagery to create works of art. <input type="checkbox"/> 4.4 Create works of art that connect ideas, art forms, or cultural themes to personal experiences. <input type="checkbox"/> 4.5 Use the following to express meaning in works of art: color-hue, tint, shade, intensity; texture-actual, implied; value-shading; pattern-repetition to imply movement; variety-to create interest. <input type="checkbox"/> 4.6 Analyze how line choices affect the intent of a work of art and make selections accordingly. <input type="checkbox"/> 4.7 Make artistic choices to create compositional unity in works of art. <input type="checkbox"/> 4.8 Create the illusion of depth on a 2-D surface, using overlapping, size variation, and placement on the picture <input type="checkbox"/> 4.9 Use contour drawing and shading techniques to create observational drawings. <input type="checkbox"/> 4.10 Describe and use hand-building techniques to make a ceramic work of art. <input type="checkbox"/> 4.11 Use craft techniques in works of art.		Art Production/Procedures/Activities: Day One: <input type="checkbox"/> Introduction <input type="checkbox"/> Examine the <i>Three Musicians</i> by Pablo Picasso <input type="checkbox"/> Discuss works of art made by other artists in the same genre—compare and contrast differences between the artworks. <input type="checkbox"/> Jazz period— <i>Which instruments are jazz instruments? Do you play any instruments? Why is jazz music important to our culture? What is a culture?</i> <input type="checkbox"/> Demonstration: How to draw the instruments/paint the instruments using tempera paint <input type="checkbox"/> Independent Practice <input type="checkbox"/> Clean-Up <input type="checkbox"/> Closure Day Two: <input type="checkbox"/> Introduction <input type="checkbox"/> Review characteristics of Picasso’s blue period (<i>Man with Guitar</i>) jazz paintings <input type="checkbox"/> Demonstration: using oil pastels to add musical notes and lines in background <input type="checkbox"/> Independent Practice <input type="checkbox"/> Clean-Up <input type="checkbox"/> Closure			
Cultural Context and Art History <input type="checkbox"/> 4.12 Describe the roles of crafts and artisans in various cultures. <input type="checkbox"/> 4.13 Describe artists and their work, <input type="checkbox"/> 4.14 Compare and contrast characteristics of diverse cultures depicted in works of art. <input type="checkbox"/> 4.15 Identify a variety of artists and art careers. Analysis, Evaluation, and Critique <input type="checkbox"/> 4.16 Identify ways that works of art from popular culture reflect the past and influence the present. <input type="checkbox"/> 4.17 Compare and contrast abstract, representational and nonrepresentational works of art. <input type="checkbox"/> 4.18 Analyze works of art based on visual properties and contextual information. <input type="checkbox"/> 4.19 Interpret works of art for multiple meanings.					
Aesthetics <input type="checkbox"/> 4.20 Describe how personal beliefs influence responses to works of art. <input type="checkbox"/> 4.21 Formulate questions about aesthetic aspects of works of art. <input type="checkbox"/> 4.22 Explain how criteria used to assess the value of art may vary from one culture to another. <input type="checkbox"/> 4.23 Explain preferences for works of art by responding to aesthetic questions.		Key Vocabulary: culture			Materials crayons colored pencils watercolor pencils markers watercolors tempera chalk pastels oil pastels clay: kiln/air dry rulers glue/gluesticks scissors digital cameras computers sketch paper white paper size: construction paper size: other:
		Check for Understanding: Observe work habits, question procedures/student work, review objectives Evaluation/Closure: Assessments, Review vocabulary + objectives + procedures Guiding Question(s): Assessments: Individual Critique Group Critique Written Critique/Checklist			