

Ocean Academy Charter School
Curriculum Guide
Grade 4 - Art



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: Art	
Course Title: Art	
Grade Level: 4th	
Unit Title	Pacing Guide in Days
Mixed Media	31 days
3 Dimensional Art	9 days

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Art	
Unit Title: Unit 1 Mixed Media	Duration: 31 days
Target Course/Grade Level: 4th	
Introduction/Unit Focus:	
<p>In this unit, fourth grade students will explore the foundational elements of drawing, painting, and collage, working with a wide range of tools and materials. They will be introduced to new artistic techniques and encouraged to experiment with multiple types of media. Through hands-on experiences and guided instruction, students will gain confidence in selecting and combining materials that best support their artistic vision.</p> <p>As students build their technical skills, they will also begin to make more independent choices in their creative process. They will be encouraged to think critically and reflect on how different art forms, such as line work, color blending, layering, and texture can be used together to create cohesive, meaningful pieces. Projects will often incorporate more than one</p>	

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medium, helping students to understand how mixed media can be used to enhance storytelling, mood, and personal expression.

Throughout the unit, students will have opportunities to explore their own interests and ideas while also learning to follow a creative process that includes brainstorming, planning, experimenting, and refining. With teacher support, and gradually increasing independence, they will develop the ability to combine materials, techniques, and content into unified works of art that reflect their personal and cultural perspectives. Collaboration and peer feedback will also play a role, encouraging students to discuss their choices and learn from each other. This unit will support the development of both artistic skill and creative confidence.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Anchor Standard: New Jersey Student Learning Standards for Visual and Performing Arts	Performance Expectation	Practice
1. Generating and conceptualizing ideas	1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. 1.2.2.Cr1c: Explore form ideas for media art production with support. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation	Conceive and Explore

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	of the world, and in response to personal interests and curiosity.	
2. Organizing and developing ideas	1.2.2Cr2a: Explore form ideas for media art production with support. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	Develop and Investigate
3. Refining and completing products.	1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	Reflect, Refine, Continue
4. Selecting, analyzing, and interpreting work.	1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.	Practice
5. Developing and refining techniques and models or steps needed to create products.	1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.	Integrate
6. Conveying meaning through art.	1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.	Present
7. Perceiving and analyzing products.	1.5.2.Re7a: Identify works of art based on personal connections and	Perceive

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	experiences. Describe the aesthetic characteristics within both the natural and constructed world.	
8. Interpreting intent and meaning.	1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	Interpret
9. Applying criteria to evaluate products.	1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork.	Evaluate
10. Synthesizing and relating knowledge and personal experiences to create products.	1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.	Synthesize
11. Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.	Relate

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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4.G.A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles
 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles.
 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
<ul style="list-style-type: none"> An individual's passions, aptitude and skills can affect his/her employment and earning potential. 	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
<ul style="list-style-type: none"> Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. 	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
<ul style="list-style-type: none"> Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation. 	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

New Jersey Student Learning Standards: [Climate Change](#)

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

Knowledge and Skills
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Collaborate with peers and work independently to explore art-making inspired by personal curiosity and real-world observations. ● Experiment with various artistic processes to develop familiarity with tools, media, and techniques. ● Participate appropriately and responsibly when using media arts equipment, following safety guidelines and respecting shared spaces. ● Use artistic vocabulary to explain preferences and make decisions when choosing or organizing artworks. ● Create artworks that communicate personal stories or reflect experiences from school, home, or the broader community. ● Analyze and discuss how artworks reflect everyday life, culture, and relationships with others. ● Share and interpret the meaning and purpose of media artworks in context with their own culture and experiences. ● Recognize and describe the emotional tone, subject matter, and visual elements in various works of art. ● Develop ideas for media artworks using imaginative thinking and experimentation with materials. ● Identify how personal experiences influence their appreciation of artworks and make connections to the natural and built environment. ● Explore combining different art forms and media to create storytelling pieces like animations or illustrated narratives, with increasing independence. ● Evaluate and talk about artistic decisions and reflect with peers using appropriate art terminology.

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- Categorize works of art based on mood, themes, and visual features, including the use of formal art elements.
- Generate and refine creative ideas for media art with guided support using various tools and strategies.
- Investigate how artists work and how art is made through direct exploration and guided observation.

Unit Enduring Understandings:

Students will know...

- Through creative processes and experimentation, artists transform concepts into expressive artworks.
- Meaning in media arts is shaped by integrating elements such as form, structure, media, and content.
- The development of artistic skill requires ongoing reflection, revision, and critique.
- Creativity is a learnable skill supported by curiosity, imagination, and problem-solving.
- Media artists rely on a combination of tools, strategies, and processes to develop and express artistic intent.
- Artifacts and artworks are preserved and shared to reflect cultural, historical, and social experiences.
- Presenting and sharing media artworks in various settings fosters audience engagement and cultural appreciation.
- Art helps us interpret, connect with, and appreciate our environment, history, and one another.
- Safety, responsibility, and respect are essential when working with tools and materials in the media arts.
- The presentation of artworks involves thoughtful selection, preparation, and an understanding of context.
- Understanding aesthetic qualities and visual characteristics enhances an individual's empathy and appreciation of art.
- Art criticism and reflection support the development of insight into the meaning and impact of artworks.
- Media artists explore and challenge artistic traditions to discover new creative directions.
- The experience of making art supports understanding of self, culture, and society through a variety of perspectives.
- Artistic decisions are informed by knowledge of media, audience, and the message being conveyed.
- Media artworks can reflect and shape everyday experiences, values, and cultural identities.

Unit Essential Questions:

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- How does art help us understand ourselves, others, and the world around us?
- What does it mean to take creative risks, and how can they lead to new artistic discoveries?
- How does an artist decide what materials, tools, and techniques to use in their work?
- What influences how a viewer interprets a work of art?
- In what ways does art reflect cultural beliefs, traditions, and values?
- How do artists use collaboration to strengthen and expand the creative process?
- What makes a piece of media art meaningful, and how can it communicate an idea or emotion?
- How do artists evaluate and improve their work over time?
- Why do certain artworks get preserved or displayed in museums or galleries?
- What role does trial and error play in the creative process of media arts?
- How does understanding an artwork's context change our interpretation of it?
- What is the role of critique and feedback in improving artistic work?
- How can presenting or sharing artwork help an artist grow and connect with others?
- What are the responsibilities artists have when creating and sharing work with the public?
- How do personal experiences and background shape how someone relates to and understands art?
- What factors do artists consider when designing spaces, systems, or visual experiences?

Instructional Plan

- Mixing primary colors
- Use lines, shapes, and patterns to create pictures
- Compose simple works of art to respond to selected themes
- Demonstrate proper use of materials and clean up
- Utilize art terminology
- Portraits
- Landscapes
- Still lifes
- Realistic/Abstract drawing
- Scribble drawings
- Create product in the style of a master artist
- Experiment with mixing colors
- Identify primary and secondary colors
- Experiment with various painting techniques
- Crayon/Oil resist
- Realistic/Abstract painting
- Symmetrical art
- Mosaics
- Finger and manipulative painting
- Experiment with various painting tools / stamping
- Understand that multiple mediums can be combined in a single artwork
- Printing

Drawing guides and/or tracers will be available for students who need additional help.

Evidence of Student Learning

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Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Learning/Response Logs/journals
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments

Benchmark Assessments:

- District benchmark or interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Project produced as a result of learning

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
- Provide visuals, step-by-step instructions, and demonstrations.
- Use graphic organizers to plan projects.
- Pre-teach and review art vocabulary (tools, techniques, elements of art).
- Provide small-group or one-on-one instruction.
- Assign peer tutoring or collaborative partners.
- Offer preferential seating close to teacher, tools, or displays.
- Allow extra time for projects and assessments.
- Accept oral or visual explanations instead of written responses.
- Break down complex projects into smaller steps.
- Provide adapted tools (e.g., easy-grip brushes, scissors, or digital alternatives).
- Allow use of scribes, text-to-speech, or communication devices when needed.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for projects and assessments.
- Offer small-group or quiet working spaces.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide adapted tools and materials if needed.

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- Allow use of communication devices.
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Students at Risk of School Failure

- Provide step-by-step directions with visuals.
 - Pre-teach vocabulary and reinforce with word banks or labels.
 - Break down assignments into manageable parts.
 - Provide peer or teacher support during projects.
 - Offer preferential seating.
 - Give frequent feedback and positive reinforcement.
 - Use real-world connections (art in community, culture, and daily life).
-

Gifted and Talented

- Ask open-ended questions that encourage interpretation and critique of art.
 - Provide opportunities for independent or extended projects.
 - Offer enrichment activities such as research on artists, movements, or cultures.
 - Encourage experimentation with new media, tools, or styles.
 - Provide choice in project themes, materials, or presentation formats.
 - Encourage leadership opportunities (mentoring peers, leading group projects).
 - Incorporate debates or critiques about art and design.
 - Encourage reflection through journals, artist statements, or presentations.
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, gestures, and realia (art tools, examples) to explain directions.
 - Pre-teach and revisit art vocabulary with images.
 - Provide bilingual glossaries or labeled diagrams.
 - Offer sentence frames for reflection (e.g., “My artwork shows ___ because ___”).
 - Allow extra time for projects.
 - Accept oral or visual responses instead of written explanations.
 - Pair with supportive peers for group activities.
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Diversity and Inclusion

- Highlight and integrate art from diverse cultures and traditions.
- Allow alternative project formats to respect student backgrounds.
- Involve families by sharing cultural art traditions.

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- Provide visuals and clear, accessible instructions.
- Encourage respect for all forms of artistic expression.
- Establish inclusive norms for critiques and discussions.
- Provide sufficient wait time for responses.
- Create a structured, supportive classroom environment.

Supplemental Resources

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Art

Unit Title: Unit 2: 3 Dimensional Art

Duration: 9 Days

Target Course/Grade Level: 4th

Introduction/Unit Focus:

In this unit, fourth-grade students will be introduced to the exciting world of three-dimensional (3D) art. Through hands-on experiences, they will explore how art can move beyond flat surfaces and take up space, allowing for a more tactile and immersive creative process. Students will work with a range of materials, such as paper, clay, cardboard, wire, and found objects to develop basic skills in building, shaping, and assembling forms.

The unit will emphasize the key differences between two-dimensional (2D) and three-dimensional (3D) art, helping students understand how depth, volume, and form are represented and created. Lessons will be supported by a variety of instructional strategies, including visual examples, teacher modeling, and student-centered exploration. Supplemental resources such as videos, artist studies, and cross-curricular connections will deepen students' understanding, while intervention materials will be available to support all learners in accessing the content at their individual level.

Throughout the unit, students will engage in both individual and collaborative projects that require planning, problem-solving, and creative decision-making. They will be encouraged to reflect on their artistic choices and the effectiveness of their designs. By the end of the unit,

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students will demonstrate their understanding of 3D concepts through the completion of a variety of art-making activities. These projects will serve as evidence of their ability to apply what they have learned about form, space, and structure in meaningful and imaginative ways.

This unit aims not only to build foundational 3D art skills but also to inspire students to see how the physical world around them can be interpreted, reimaged, and transformed through the lens of sculpture and design.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

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Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Anchor Standard: New Jersey Student Learning Standards for Visual and Performing Arts	Performance Expectation	Practice
1. Generating and conceptualizing ideas	1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. 1.2.2.Cr1c: Explore form ideas for media art production with support.	Conceive and Explore

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	1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.	
2. Organizing and developing ideas	1.2.2Cr2a: Explore form ideas for media art production with support. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	Develop and Investigate
3. Refining and completing products.	1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	Reflect, Refine, Continue
4. Selecting, analyzing, and interpreting work.	1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.	Practice
5. Developing and refining techniques and models or steps needed to create products.	1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.	Integrate
6. Conveying meaning through art.	1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.	Present

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7. Perceiving and analyzing products.	1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.	Perceive
8. Interpreting intent and meaning.	1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	Interpret
9. Applying criteria to evaluate products.	1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork.	Evaluate
10. Synthesizing and relating knowledge and personal experiences to create products.	1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.	Synthesize
11. Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.	Relate
<p>New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs</p>		
<p>SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>		
<p>SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>		

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<p>4.G.A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles</p> <p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles.</p> <p>Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	
<p>New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and statement)</p>
<ul style="list-style-type: none"> An individual’s passions, aptitude and skills can affect his/her employment and earning potential. 	<p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p>
<ul style="list-style-type: none"> Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. 	<p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p>
<ul style="list-style-type: none"> Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation. 	<p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</p>
<p>New Jersey Student Learning Standards: Computer Science and Design Thinking</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).</p>	<p>8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.</p>

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New Jersey Student Learning Standards: <u>Climate Change</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<p>An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p>	<p>1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods and styles in media artworks affect and manage audience experience when addressing global issues including climate change.</p>

Knowledge and Skills
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Use creative thinking to come up with and explore a variety of art ideas using different tools, techniques, and materials. ● Participate safely and respectfully in artmaking by following procedures and treating materials, tools, and shared spaces with care. ● Express personal interests and experiences through collaborative and individual art projects that involve careful observation of the world. ● Reflect on artistic choices with peers using proper art vocabulary, and explain the steps taken during the creative process. ● Create 3D artworks that tell stories or share real-life experiences from home, school, or community life. ● Demonstrate understanding of how 2D and 3D artworks differ by experimenting with both forms using a variety of materials. ● Make artistic decisions about combining different media and techniques in a single artwork, such as a sculpture or installation, with growing independence. ● Describe and categorize artworks by identifying visual details such as mood, subject matter, and formal qualities. ● Analyze how media artworks represent ideas, emotions, or stories, while considering both cultural and personal perspectives. ● Use the language of art to explain personal preferences in choosing or organizing pieces of art. ● Connect to works of art through personal experience, and describe how elements of design appear in natural and built environments. ● Identify the meaning and intention behind media artworks, and explain their purpose in a variety of contexts.

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- Develop skills in 3D construction by experimenting with structure, form, and texture using different media.
- Explore how artists gather ideas and begin planning their artworks with support from teacher guidance and class resources.
- Build confidence in creative problem-solving by designing and completing art projects that explore both familiar and new approaches.

Unit Enduring Understandings:

Students will know...

- Creative ideas and stories can be transformed into expressive 3D art using imagination and a variety of materials.
- Artists and designers improve their skills through consistent practice, reflection, and feedback.
- Artists use their experiences, interests, and knowledge to influence how they view, create, and understand artworks.
- 3D artworks can be created by combining multiple materials and techniques to express deeper meaning and artistic intent.
- Art helps individuals explore and better understand themselves, others, and the world around them.
- Critiquing and analyzing art are essential parts of the art-making process and help artists grow in their practice.
- Artists must understand and respect the safe and proper use of materials, tools, and equipment.
- The way artworks are shared and presented affects how they are understood and appreciated by different audiences.
- People communicate meaning through the objects and artworks they create, preserve, and display.
- Artistic traditions can be followed or challenged to help artists express themselves in new ways.
- The design of spaces, objects, and environments impacts how people experience daily life and interact with their surroundings.
- Creativity and innovation are essential life skills that can be nurtured and applied across all areas of learning.
- Understanding cultural and social contexts can help artists make more meaningful and powerful artwork.
- Artistic expression often reflects and shapes community, culture, and personal identity.
- Artists use trial and error and take creative risks to discover new possibilities in their work.
- Aesthetic understanding grows through engaging with and responding to a wide variety of artworks.

Unit Essential Questions:

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- How do 3D artists develop their ideas and bring them to life using different tools and materials?
- What influences the way we respond to or connect with a work of art?
- How can understanding traditions, history, and culture help us create meaningful works of art?
- What makes a work of art "complete," and how does an artist know when it's ready to share?
- How do artists reflect on their work, and how does feedback help them grow?
- How can taking creative risks help an artist grow and discover new approaches?
- What responsibilities come with the freedom to create and share art?
- In what ways does collaboration impact the creative process?
- Why do people create, collect, and preserve 3D artworks?
- How do personal life experiences shape how artists and viewers understand art?
- How do safety and proper care of materials support a successful artmaking experience?
- How do artists use trial and error to decide the best direction for a piece of artwork?
- What does it mean to design with intention, and how can objects or environments shape our lives?
- How does presenting or sharing artwork with others affect its meaning and impact?
- How do different contexts—like time, place, and audience—influence how a piece of art is experienced or displayed?
- How can understanding and using art vocabulary help us describe, analyze, and connect with works of art?

Instructional Plan

- Paper collage
- Paper sculpture
- Pinch pots
- Animal sculpture
- Abstract sculpture
- Mobiles
- Jewelry
- Ornaments
- Identify basic shapes and forms
- Differentiate between two and three dimensional art
- Manipulate paper by folding, cutting, or tearing
- Demonstrate proper use of materials and clean up procedures
- Utilize art terminology

Drawing guides and/or tracers will be available for students who need additional help.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records

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- Anecdotal Notes
- Learning/Response Logs/journals
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments

Summative Assessments

- Teacher made assessments

Benchmark Assessments:

- District benchmark or interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Project produced as a result of learning.

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
 - Provide visuals, step-by-step instructions, and demonstrations.
 - Use graphic organizers to plan projects.
 - Pre-teach and review art vocabulary (tools, techniques, elements of art).
 - Provide small-group or one-on-one instruction.
 - Assign peer tutoring or collaborative partners.
 - Offer preferential seating close to teacher, tools, or displays.
 - Allow extra time for projects and assessments.
 - Accept oral or visual explanations instead of written responses.
 - Break down complex projects into smaller steps.
 - Provide adapted tools (e.g., easy-grip brushes, scissors, or digital alternatives).
 - Allow use of scribes, text-to-speech, or communication devices when needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for projects and assessments.
 - Offer small-group or quiet working spaces.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Provide adapted tools and materials if needed.
 - Allow use of communication devices.
-

Students at Risk of School Failure

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- Provide step-by-step directions with visuals.
 - Pre-teach vocabulary and reinforce with word banks or labels.
 - Break down assignments into manageable parts.
 - Provide peer or teacher support during projects.
 - Offer preferential seating.
 - Give frequent feedback and positive reinforcement.
 - Use real-world connections (art in community, culture, and daily life).
-

Gifted and Talented

- Ask open-ended questions that encourage interpretation and critique of art.
 - Provide opportunities for independent or extended projects.
 - Offer enrichment activities such as research on artists, movements, or cultures.
 - Encourage experimentation with new media, tools, or styles.
 - Provide choice in project themes, materials, or presentation formats.
 - Encourage leadership opportunities (mentoring peers, leading group projects).
 - Incorporate debates or critiques about art and design.
 - Encourage reflection through journals, artist statements, or presentations.
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, gestures, and realia (art tools, examples) to explain directions.
 - Pre-teach and revisit art vocabulary with images.
 - Provide bilingual glossaries or labeled diagrams.
 - Offer sentence frames for reflection (e.g., “My artwork shows ___ because ___”).
 - Allow extra time for projects.
 - Accept oral or visual responses instead of written explanations.
 - Pair with supportive peers for group activities.
-

Diversity and Inclusion

- Highlight and integrate art from diverse cultures and traditions.
- Allow alternative project formats to respect student backgrounds.
- Involve families by sharing cultural art traditions.
- Provide visuals and clear, accessible instructions.
- Encourage respect for all forms of artistic expression.
- Establish inclusive norms for critiques and discussions.
- Provide sufficient wait time for responses.

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➤ Create a structured, supportive classroom environment.

Supplemental Resources

Teacher Notes