

Grade 4	Content/Topic	Observable Proficiencies/Skills	NJCCCS / CCS	Performance Benchmarks/Assessment
	Color	Demonstrate use of color through prior knowledge. Demonstrate use of analogous colors and color blending. Use this knowledge in crayon, colored pencil drawing, paints, pastels, inks. Make tints, shades and value of a color .	1.1.5.D.1, 1.1.5.D.2, 1.3.5.D.1, 1.3.5.D.4, 3.4, 3.5, 4.2, 4.3, 5.1, 6.2	Create a painting inspired by an art movement. Performance based assessment and student self assessment. All k-5 students will create a painting in the style of a chosen artist
	Line	Combine different types of lines to create a composition or pattern; ie: broken, dot, scribble, straight, curved, etc. Use line of different qualities. Use line to show contour. Use line to make form or pattern. Use line to break up space. Combine lines to simulate textural effects. Use line to give shape and depth to 3D forms on a flat surface.	1.1.5.D.1, 1.1.5.D.2, 1.3.5.D.1, 1.3.5.D.4, 3.4, 3.5, 4.2, 4.3, 5.1, 6.2	Performance based assessment of the understanding and use of line to convey feeling and implied texture
	Shape	Repeat cut, torn, printed, drawn or painted shapes to form a pattern. Use shape for visual balance. Use both positive and negative shapes in composition. Distinguish between 2D and 3D shapes.	1.1.5.D.1, 1.1.5.D.2, 1.3.5.D.1, 1.3.5.D.4, 3.4, 3.5, 4.2, 4.3, 5.1, 6.2	Performance based assessment of the understanding and use of shape in 2D or 3D composition
	Texture	Reproduce a textural surface by line and/or form on a 2D or 3D surface by painting, drawing, etching, textiles, additive and subtractive relief.	1.1.5.D.1, 1.1.5.D.2, 1.3.5.D.1, 1.3.5.D.4, 3.4, 3.5, 4.2, 4.3, 5.1, 6.2	Performance based assessment of the understanding and use of texture through various materials and forms
	Pattern	Recognize and use pattern in a 2D or 3D work of art. Recognize multiple uses of pattern in creating visual interest.	1.1.5.D.1, 1.1.5.D.2, 1.3.5.D.1, 1.3.5.D.4, 3.4, 3.5, 4.2, 4.3, 5.1, 6.2	Performance based assessment of the understanding and use of pattern through various materials and verbal observation
	Space	Recognize and use elements of foreground, middle ground, and background. Recognize and use elements of positive and negative space to achieve balance and interest.	1.1.5.D.1, 1.1.5.D.2, 1.3.5.D.1, 1.3.5.D.4, 3.4, 3.5, 4.2, 4.3, 5.1, 6.2	Performance based assessment of the understanding and use of spatial relationships
	Art History	*see kindergarten statement	RL K-5 .4, .7 RI K-5 . 1. 3. 6 1.1.5.D.1, 1.1.5.D.2, 1.3.5.D.1, 1.3.5.D.4, 3.4, 3.5, 4.2, 4.3, 5.1, 6.2	Performance and student based self assessment.