

4th Grade Visual Arts

Unit #: Perseverance

“Stop Motion Story”

ENDURING UNDERSTANDING

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STANDARDS

VDOE Vis ART SOLs:

- 4.1 The student will use steps of the art-making process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for and create works of art.
- 4.2 The student will demonstrate craftsmanship in personal works of art.
- 4.3 The student will use imaginative and expressive imagery to create works of art.
- 4.4 The student will create works of art that connect ideas, art forms, or cultural themes to personal experiences.
- 4.18 The student will analyze works of art based on visual properties and contextual information.
- 4.23 The student will explain preferences for works of art by responding to aesthetic questions.

NCAS:

VA:Cr1.2.4a

Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

VA:Cr2.1.4a

Explore and invent art-making techniques and approaches.

VA:Re.7.1.4a

Compare responses to a work of art before and after working in similar media.

VA:Re.7.2.4a

Analyze components in visual imagery that convey messages.

VA:Re8.1.4a

Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

VDOE ENGLISH SOLs:

- 3.2 The student will present brief oral reports using visual media.

MATERIALS

Stop Motion and Perseverance example videos, iPads, iMotion, iMovie, Mixed Media Supplies, Play Dough, Legos, White-boards and Markers, Manikins,



LESSON SEQUENCE

L1: Artist Spotlight: Stop Motion

L2: Materials Test: Stop Motion

L3: Perseverance See Think Wonder Brainstorm

L4: Story Board and Set Design

L5: Characters and Script

L6: Filming

L7: Editing

L8: Film Festival Critique



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Lesson Objectives

L1: Artist Spotlight: Stop Motion

I can analyze artwork based on visual properties.
I can formulate questions based on Aesthetics



L3: Perseverance See Think Wonder Brainstorm

I can analyze ways artists can inspire their audience.
I can brainstorm about a theme.

L4: Story Board and Set Design

I can brainstorm and plan a stop motion video about our Big Idea in a group.
I can communicate the meaning of our story verbally and visually.

L5: Characters and Script

I can communicate my ideas visually through strategic use of symbols, techniques, and subject matter.



L2: Material Test: Stop Motion

I can create a stop motion video using any combination of white-board, lego, claymation, human, or flip book methods.
I can describe what makes a stop motion video look more realistic.



L6: Filming

I can troubleshoot to create a realistic stop motion video.
I can describe my teams perseverance story

L7: Editing

I can communicate a story through collaborative editing choices.
I can summarize and describe the main idea of our Perseverance Story.

L8: Film Festival Critique

I can analyze and interpret a stop motion video based on visual properties and contextual information.
I can explain my assessment of and preference for works of art.