

Appendix 1: Implementing Teaching Standards

This unit includes standards from 4th grade Visual Arts, Social Studies, and Science.

Art:

4.V.1.3: Infer meaning from art.

4.V.2.3: Create abstract art that expresses ideas.

- Students will create an abstract painting using magnetic energy

4.V.3.3: Create using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

- Students will create a painting and a woven piece within this unit

4.CX.1.4: Explain how place and time influence ideas, issues, and themes found in art.

- With the changes provided by the Industrial Revolution this influenced the Textile Industry and will continue to influence textiles and weaving for years to come.

4.CX.2.3: Understand individual roles, while applying collaborative skills in creating art.

- Students will create individual weaves that will be sewn together into one large collaborative masterpiece

4.CX.2.4: Explain the effect of technology on the way products look and how they are created.

- Comparing and contrasting hand weaving to machine weaving will justify the effect of technology on the art of textiles.

4.CR.1.2: Critique personal art based on teacher-established criteria.

- Students will self-assess themselves at the beginning, middle, and end of this unit

Science:

4.P.1.1: Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.

- Creating an abstract painting using magnetic energy will give evidence of how magnets interact

4.P.3.1: Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.

- Students will create a flipbook with drawings and descriptions of each form

Social Studies:

4.G.1.4: Explain the impact of technology (communication, transportation, and inventions) on North Carolina's citizens, past and present.

- Discussions of the Industrial Revolution and the Textile Industry will give students examples of how technology has impacted society

4.E.2.2: Explain how scarcity of personal financial resources affect the choices people make based on their wants and needs.

- When students purchase supplies to create their woven piece they will have to choose between what they need and what they can afford with the budget given.