



Stafford Township School District

Visual Arts Curriculum Grade 3 & 4

2020 New Jersey Student Learning Standards – Visual and Performing Arts
<https://www.nj.gov/education/standards/vpa/Index.shtml>

Original Adoption: September 12, 2022

Statement of Philosophy

The visual arts are essential to one's perception and understanding of the world around them. The creative process allows the student to explore and define the world around them visually. Visual art deepens our appreciation of life experiences and other cultures. Student enthusiasm and inquisitiveness should be cultivated and developed so as to enhance thinking ability, creativity and problem solving. Varied experiences in the arts should be provided so that the student will be able to communicate ideas and feelings.

Literacy in the visual arts empowers students to:

- Explore and develop in thought, ability and being in unique ways
- Make connections to the world around them
- Think critically as well as creative problem solving
- Understand themselves and those of different cultures/ethnicities
- Enrich their lives, increase their self-esteem and their academic potential

An education in the visual arts focuses on the creative process, aesthetic appreciation and arts literacy no matter the medium being explored. Visual art affords numerous opportunities for interdisciplinary connections such as mathematics, language arts, science and technology to name a few.

The creative process allows students to see how art is a part of everyday life and use this knowledge to communicate and think critically. The skills learned in art are necessary for success in other areas of school and life as a whole.

Primary Interdisciplinary Connections: Math, Language Arts, Science, Social Studies

21st Century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit 1: Elements and Principles of Design		Duration: 180 days (September - June)
Anchor Standards		
Standard 1	Generating and conceptualizing ideas.	
Standard 3	Refining and completing products.	
Performance Expectations		
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.	
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.	
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.	
Interdisciplinary Connections		
ELA Standards		
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
Computer Science and Design Thinking Standards		
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.	

	<p style="text-align: center;">Career Readiness, Life Literacies and Key Skills</p> <p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>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.</p> <p>9.2 Career Awareness 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.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills This standard outlines 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.</p>
9.4.5.Cl.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).

Enduring Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The compositional building blocks of visual art, include line, color, shape, form, texture, and space, as well as balance, proportion, rhythm, emphasis, and unity. ● Art elements and principles of design are evident in everyday life. ● Art is a personal experience. ● Creativity and innovative thinking are essential life skills that can be developed. ● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 	<ul style="list-style-type: none"> ● How do the elements and principles of art enhance functionality of living? ● How are the elements of art and the principles of design used in creative problem solving? ● How does collaboration expand the creative process? ● How does collaboratively reflecting on a work help us experience it more completely?

Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Students' oral responses to open-ended questions ● Peer and self-critique 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● Self-critique <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> ● Student drawing to stretch project ideas or layout ● Student self-reflection about art creation or discussion while planning art project ● Conversation/presentation rubric to score student work and presentation of final creation
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● That artwork reflects the elements and principles of design. ● How art and design enhance functionality and improve quality of life. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Recognize that elements and principles of design are universal. ● Understand the function and purpose of the elements of art and principles of design. ● Use these elements in their own art work. ● Discuss these elements with the class.

Instructional Plan	
Suggested Activities/Lessons Based On	Resources
Students will learn about the Elements of Design: Line, Shape, Color, Texture, Form, Space and Value with lessons such as Fall Leaf Tracing and landscape drawing.	<ul style="list-style-type: none"> • Art supplies/ Art Room equipment • Teacher created visuals
Students will learn about the Principles of Design: Balance, Proportion, Rhythm, Emphasis and Unity with lessons such as still life drawing, mask making, and watercolor paintings.	<ul style="list-style-type: none"> • Art supplies/ Art Room equipment • Teacher created visuals
Students followed a teacher lead guided drawing of a butterfly using craypas (oil pastels), that puts emphasis on blending to create value and form.	<ul style="list-style-type: none"> • Art supplies/ Art Room equipment • Teacher created visuals
Students learn about the art of zentangle while practicing using a variety of line designs to create zentangle pumpkins.	<ul style="list-style-type: none"> • Art supplies/ Art Room equipment • Teacher created Google slideshow presentation
Students work in groups to brainstorm ideas for the design of an original redesign of the American flag.	<ul style="list-style-type: none"> • Art supplies/ Art Room equipment • Teacher created visuals
Literature	
Discover Art: a Davis Publication	
Websites	
Scholastic Art Magazine brings students full color features on contemporary, classic, and student artists from around the world.	https://art.scholastic.com

Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, and History.	https://www.artrageouswithnate.com
The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons and videos.	https://www.theartofed.com
Accommodations & Modifications	
English Language Learners <ul style="list-style-type: none"> ● TPR (Total Physical Response) Method to Teach Language and Vocabulary ● Flexible/cooperative grouping ● Teacher tutoring ● Provide clear and specific directions ● Model directions and provide gestures to increase understanding ● Show photos, videos, and definitions when possible for culturally unique vocabulary ● Create a nurturing environment with structured routines ● Provide immediate praise and feedback 	
Gifted and Talented <ul style="list-style-type: none"> ● Alternative assignments ● Employ valid and reliable research strategies ● Modified instruction/assignments ● Student developed extension activities ● Self centered curriculum allowing for student choice ● Provide a complex physical environment with access to lots of materials, reference books, textures, and colors ● Promote creativity and critical thinking 	
Basic Skills <ul style="list-style-type: none"> ● Modified instruction/assignments ● Graphic organizers ● Teacher/peer tutoring 	
Economically Disadvantaged: <ul style="list-style-type: none"> ● Build a safe and nurturing atmosphere ● Perspective and experiences of the children need to be considered ● Create ways for students to share their emotions ● Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration. 	

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students with 504 plan:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Unit 2: Art History and Multicultural		Duration: 180 days (September - June)
Anchor Standards		
Standard 5	Developing and refining techniques and models or steps needed to create products.	
Standard 6	Conveying meaning through art.	
Standard 7	Perceiving and analyzing products.	
Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Performance Expectations		
1.5.5.Pr5a	Prepare and present artwork safely and effectively.	
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.	
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.	
1.5.5Re7b	Analyze visual arts including cultural associations.	
1.5.5Cn11b	Communicate how art is used to inform others about global issues, including climate change.	
Interdisciplinary Connections		
ELA Standards		
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	

W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self- correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self- correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Computer Science and Design Thinking Standards
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
	<p>Career Readiness, Life Literacies and Key Skills</p> <p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>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.</p> <p>9.2 Career Awareness 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.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills This standard outlines 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.</p>
9.4.5.Cl.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).

Enduring Understandings	Essential Questions
<i>Students will understand that...</i>	<ul style="list-style-type: none"> • How is the new form of art produced? • What influences art?

<ul style="list-style-type: none"> ● Art and culture affect and reflect each other. ● Artworks share characteristic approaches to content, form, style, and design. ● Individual artists and works can influence artists and signal the beginning of a new art genre. ● Art movements may be created by an individual or group. ● Cultures, societies, and eras influence art history. ● Mediums, artistic styles, and techniques can be specific to multiple cultures ● Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. 	<ul style="list-style-type: none"> ● How is cultural uniqueness expressed through art? ● What methods and processes are considered when preparing artwork for presentation or preservation? ● What is an art museum? ● What is visual art? ● Where and how do we encounter visual arts in our world? ● How does art help us understand the lives of people of different times, places and cultures?
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments

- Teacher observation
- Student demonstrated skills
- Students oral responses to open-ended questions
- Peer and self-critique

- Teacher created assessments
- Rubrics
- Self-critique

Benchmark

- Student Art Piece with Rubric

Alternative

- Student drawing to stretch project ideas or layout
- Student self-reflection about art creation or discussion while planning art project
- Conversation/presentation rubric to score student work and presentation of final creation

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • That artwork reflects historical, cultural, and aesthetic perspectives. • That artworks share characteristic approaches to content, form, style, and design. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify a culture through its art. • Shared characteristics define a style.
Instructional Plan	
Suggested Activities/Lessons Based On	Resources
Students will learn about a variety of famous artists, placing emphasis on their genres, artistic styles, countries or origin, most notable works, etc.	<ul style="list-style-type: none"> • Art supplies/ Art Room equipment • Teacher created visuals • Classroom library of books about the Masters
Students will choose a famous artist and create a snowman in the style of that artist.	<ul style="list-style-type: none"> • Art supplies/ Art Room equipment • Teacher created visuals • "If Picasso Painted a Snowman" by Amy & Greg Newbold
Students will learn about multicultural art forms, like Mexican Talavera Clay Suns, African Masks, Chinese Bamboo Painting and Polynesian Tikis.	<ul style="list-style-type: none"> • Art supplies/ Art Room equipment • Teacher created visuals
Students watch a Google Slide presentation on their Chromebooks about origami and have free choice to watch a variety of embedded videos for 20 different designs. Students will use the rest of the period to practice designs of their choosing.	<ul style="list-style-type: none"> • Art supplies/ Art Room equipment • Teacher created visuals
Students will talk about their favorite artists and share ideas for projects for our school wide art show, themed on the Masters. Classes will vote for their favorite projects to be created for the event.	<ul style="list-style-type: none"> • Art supplies/ Art Room equipment • Teacher created visuals

Literature	
<i>Getting to Know Series: The World's Greatest Artists</i> by Mike Venezia	
Websites	
Gallery, lesson plans	https://www.getty.edu/education/teachers/trippack/center_selfguides/createyourown.html

Multicultural Archives in Arts Projects for Kids	https://artprojectsforkids.org
The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons, and videos.	http://www.theartofed.com
Accommodations & Modifications	
English Language Learners <ul style="list-style-type: none"> ● TPR (Total Physical Response) Method to Teach Language and Vocabulary ● Flexible/cooperative grouping ● Teacher tutoring ● Provide clear and specific directions ● Model directions and provide gestures to increase understanding ● Show photos, videos, and definitions when possible for culturally unique vocabulary ● Create a nurturing environment with structured routines ● Provide immediate praise and feedback 	
Gifted and Talented <ul style="list-style-type: none"> ● Alternative assignments ● Employ valid and reliable research strategies ● Modified instruction/assignments ● Student developed extension activities ● Self centered curriculum allowing for student choice ● Provide a complex physical environment with access to lots of materials, reference books, textures, and colors ● Promote creativity and critical thinking 	
Basic Skills <ul style="list-style-type: none"> ● Modified instruction/assignments ● Graphic organizers ● Teacher/peer tutoring 	
Economically Disadvantaged: <ul style="list-style-type: none"> ● Build a safe and nurturing atmosphere ● Perspective and experiences of the children need to be considered ● Create ways for students to share their emotions ● Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration. 	

Students with IEPs

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Students with 504 plan:

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- Follow all 504 plan modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
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Students at Risk of Failure:

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- Provide structure and adhere to a consistent daily routine with clear and concise rules
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Unit 3: Methods and Media		Duration: 180 days (September - June)
Anchor Standards		
Standard 2	Organizing and developing ideas.	
Standard 4	Selecting, analyzing, and interpreting work.	
Standard 10	Synthesizing and relating knowledge and personal experiences to create products.	
Performance Expectations		
1.5.5.Cr2a1	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.	
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.	
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.	
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.	
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.	
	Interdisciplinary Connections	
	ELA Standards	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.	
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	
	Computer Science and Design Thinking Standards	

8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
	<p style="text-align: center;">Career Readiness, Life Literacies and Key Skills</p> <p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>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.</p> <p>9.2 Career Awareness 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.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills This standard outlines 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.</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).

Enduring Understandings	Essential Questions
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<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Art materials and elements can be used individually or collaboratively to express and create works of art. • Art elements and principles of design are used to create art. • Tools, techniques, and materials influence the way artists express their ideas and feelings. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. 	<ul style="list-style-type: none"> • How do artists choose tools and techniques, and materials to express their ideas? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools and equipment?
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Students' oral responses to open-ended questions • Peer and self-critique 	<ul style="list-style-type: none"> • Teacher created assessments • Rubrics • Self-critique <p>Benchmark</p> <ul style="list-style-type: none"> • Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> • Student drawing to stretch project ideas or layout • Student self-reflection about art creation or discussion while planning art project • Conversation/presentation rubric to score student work and presentation of final creation
Knowledge and Skills	

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Criteria for determining the aesthetic merits of artwork may vary according to context ● Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Make value judgments about the arts by understanding the context, compositional design and genre. ● Determine the aesthetic merits of artwork vary according to context.
Instructional Plan	
Suggested Activities/Lessons Based On	Resources
Students will learn about Drawing, Paintings, Sculpture, Murals, Cutting, Folding and Gluing.	<ul style="list-style-type: none"> ● Art supplies/ Art Room equipment ● Teacher created visuals ● Classroom library of books about different art forms
Students will follow guided drawing lessons that allow them to break complicated subjects into simple shapes, in order to be successful.	<ul style="list-style-type: none"> ● Art supplies/ Art Room equipment ● Teacher created visuals
Students will learn different techniques for watercolor painting by following a guided lesson and then exploring the materials on their own. (wet on wet, dry brush, salt, etc.)	<ul style="list-style-type: none"> ● Art supplies/ Art Room equipment ● Teacher created visuals
Students will learn how to create animal masks using paper mache.	<ul style="list-style-type: none"> ● Art supplies/ Art Room equipment ● Teacher created visuals ● Jonni Good videos
Literature	

13 Art Techniques Children Should Know by Angela Wenzel
The Arts: A Visual Encyclopedia by DK

Websites

Ultimate Paper Mache with Jonni Good	www.ultimatepapermache.com
Art21 website	www.art21.org
The Art of Ed is an online resource for art teachers providing online classics, teaching materials, lessons and videos.	https://www.theartofed.com

Accommodations & Modifications

English Language Learners

- TPR (Total Physical Response) Method to Teach Language and Vocabulary
- Flexible/cooperative grouping
- Teacher tutoring
- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Gifted and Talented

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments
- Student developed extension activities
- Self centered curriculum allowing for student choice
- Provide a complex physical environment with access to lots of materials, reference books, textures, and colors
- Promote creativity and critical thinking

Basic Skills

- Modified instruction/assignments
- Graphic organizers
- Teacher/peer tutoring

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Students with IEPs

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- Follow all IEP modifications/504 plan
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students with 504 plan:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Unit 4: Aesthetics and Critique		Duration: 180 days (September - June)
Anchor Standards		
Standard 7	Perceiving and analyzing products.	
Standard 8	Interpreting intent and meaning.	
Standard 9	Applying criteria to evaluate products.	
Performance Expectations		
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses	
1.5.5.Re7b	Analyze visual arts including cultural associations.	
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.	
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.	
	Interdisciplinary Connections	
	ELA Standards	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
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	Computer Science and Design Thinking Standards	
8.2.5.ED.2	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).	
	Career Readiness, Life Literacies and Key Skills This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards	

	<p>— Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>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.</p> <p>9.2 Career Awareness 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.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills This standard outlines 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.</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).

Enduring Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Works of art may be organized according to their functions and artistic purposes. Criteria for 	<ul style="list-style-type: none"> • How do your life experiences influence your art? • What are some ways artists express their visions/ideas? • How does studying art help you view and judge art? • How do you observe art? • How does one determine criteria to evaluate a work of art? • How and why might criteria vary? • How is a personal preference different from an evaluation?

<p>determining the aesthetic merits of artwork vary according to context.</p> <ul style="list-style-type: none"> • Visual art can be a representation of an individual response to the world. • Artists of different cultures express messages and ideas in different ways. • Artwork is evaluated using a set of criteria. • Art knowledge guides an individual to an artistic interpretation. 	
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Students' oral responses to open-ended questions • Peer and self-critique 	<ul style="list-style-type: none"> • Teacher created assessments • Rubrics • Self-critique <p>Benchmark</p> <ul style="list-style-type: none"> • Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> • Student drawing to stretch project ideas or layout • Student self-reflection about art creation or discussion while planning art project • Conversation/presentation rubric to score student work and presentation of final creation

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● There is domain specific vocabulary. ● Artists and viewers can and do disagree about the relative merits of artwork. ● Criteria for determining the aesthetic merits of artwork vary according to context. ● Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Analyze and assess levels of proficiency through how artists apply the elements of art and principles of design. ● Identify and utilize criteria for evaluating art. ● Make value judgments about the arts by understanding the context, compositional design and genre. ● Determine the aesthetic merits of artwork vary according to context.
Instructional Plan	
Suggested Activities	Resources
Students will learn to discuss and review student artwork by using a critique to evaluate their own art work.	<ul style="list-style-type: none"> ● Art supplies/ Art Room equipment
Students will learn to discuss and review famous works of art by reviewing examples of art work displayed for each lesson.	<ul style="list-style-type: none"> ● Art supplies/ Art Room equipment ● Art Reproductions

Students will write a critique of an artwork during the school year.	<ul style="list-style-type: none"> • Art supplies/ Art Room equipment
In Makerspace, students learn the Plan/Do/Review method and share their inventions at the end of class, while students critique and comment on the creative process.	<ul style="list-style-type: none"> • Art supplies and recyclable materials
Literature	
Discover Art: a Davis Publication	
Websites	
Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.	http://art.scholastic.com
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science and History.	https://www.artrageouswithnate.com
The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons and videos.	https://www.theartofed.com
Accommodations & Modifications	
English Language Learners <ul style="list-style-type: none"> • TPR (Total Physical Response) Method to Teach Language and Vocabulary • Flexible/cooperative grouping • Teacher tutoring • Provide clear and specific directions • Model directions and provide gestures to increase understanding • Show photos, videos, and definitions when possible for culturally unique vocabulary • Create a nurturing environment with structured routines • Provide immediate praise and feedback 	

Gifted and Talented

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments
- Student developed extension activities
- Self centered curriculum allowing for student choice
- Provide a complex physical environment with access to lots of materials, reference books, textures, and colors
- Promote creativity and critical thinking

Basic Skills

- Modified instruction/assignments
- Graphic organizers
- Teacher/peer tutoring

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students with 504 plan:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

**Stafford Township School District
Grade 3 & 4
Visual Arts Curriculum**

Unit 1: Elements of Principles of Design	September-June 180 days
Unit 2: Art History and Multicultural	September-June 180 days
Unit 3: Methods and Media	September-June 180 days
Unit 4: Aesthetics and Critique	September-June 180 days