

Summit Public Schools
Summit, New Jersey
Grade Level: __3__ / Content Area: Visual Art

Overview: The third grade visual art curriculum provides experiences for students to explore their faculty as visual communicators. Visual messages have power to inform, educate or persuade. The success of visual communication is determined by the artist's ability to command the tools of visual art. Students are provided with experiences to develop their skills, knowledge of elements and principles of art, and awareness of their own visual perception.

Unit 1: ART CREATION

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

AS 1: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

AS 2: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

AS 3: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Enduring Understandings

What will students understand about the big ideas?

AS1: 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.

AS 2: 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. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

AS 3: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Areas of Focus: Proficiencies

(New Jersey Student Learning Standards)

Lessons

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.Cr2a. a. 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.Cr3a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. Career-Ready Practices: CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	Lessons: ● Animal texture drawing (line): ○ Understanding how lines create texture. ○ Students create different animals such as: emu, bears, rabbits, and more just through using basic line patterns and using a line to create the texture of the animals. ● Warm/Cool colors: ○ Sailboat in a bottle. Ocean background represents the cool colors and the sailboat represents the warm colors. ○ Peacock painting. Students choose if background will be cool colors or warm colors and the peacock would be vice versa of the background. ○ Fish in water. Background will represent cool colors and fish warm colors. ○ Warm and cool sailboat mixed media. ● Perspective: ○ Use of basic graphic designing through vectr. ○ Understand one point to two point perspective. ○ Close up of cow - drawing a cow's head big and everything in the background small to show the perspective of the cow's placement. ○ Building perspective - drawing buildings in a circle form from a one point perspective.
Differentiation	Assessments

Interdisciplinary Connections

- Math - understand geometric shapes and organic shapes, as well as line terminology.
- Science - line in nature

Technology Integration

- Google slides

Media Literacy Integration

- The Dot - Peter Reynolds
- The Squiggle - Carole Lexa Schaefer
- I am Not Just a Scribble - Diane Alber
- Harold and The Purple Crayon - Crockett Johnson
- The Shape of Me and Other Stuff - Dr. Seuss

Global Perspectives

- Architecture

Formative Assessments:

- Verbal responses (i.e. classroom discussions, think, share, pair.
- The end result of the project
- Teacher observation
- Class participation
- Class critique
- Rubric

Summative Assessments, Projects, and Celebrations:

- Gallery walk
- Flip grid - self critique
- Final project results
- Group assessment with hands-on related activities.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

Models & Figures																				
<table> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Audio Books</td><td>Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping</td><td>Modified assessment grading</td></tr> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
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Unit 2: PRESENTING ARTWORK

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Big Ideas: *Course Objectives/ Content Statement(s)*

Through the critical process, students formulate judgments regarding artistic and aesthetic merits of an artwork.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- **AS 4:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- **AS 5:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- **AS 6:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Enduring Understandings

What will students understand about the big ideas?

- AS 4:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- AS 5:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- AS 6:** 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.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

1.5.5.Pr4a. a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Lessons /Instructional Focus

Art Show

- Students will select their favorite work at the end of the year to be shown in the art show. Individual discussions about how to present or mount their work and why they

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. Career-Ready Practices: CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	are selecting a certain piece will be held with the art teacher. ○ Discuss as a class why you might choose one work over another. Discuss how artists may select works to show, or why they might display artworks in a certain order. ● Creating an Art Portfolio (Color, Line, Shape, Space) ○ Students will create their own art portfolio, designing it how they wish, giving them a sense of ownership over the portfolio. They will then organize and store their artworks in their portfolios. ● Creating artist trading cards (form) ○ Basing it off of the unit taught to create their own art to trade. ● Discuss the ways that art can be persuasive. ● Discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art. ● Demonstrate inquiry skills and appropriate art vocabulary for: 1. Describing works of art; 2. Responding to works of art; 3. Interpreting works of art; and 4. Evaluating works of art.
Differentiation	Assessments
Interdisciplinary Connections ● Language and Literacy ● Teamwork and group discussion skills ● Learning human interactions and speaking skills in stating appropriate opinions about others' work. ● Using selectivity to decipher important artistic elements in an artwork. ● STEAM collaborations Technology Integration ● Vectr.com ● Tinkercad ● Google draw	● Critique peer work by adding comments about each other's work on a comment sheet. ● Using the appropriate steps of describing, responding, interpreting, and evaluating works of art, walk around a classroom art gallery and respond to famous works of art. ● Journal on a daily log-contribute and share ideas/suggestions about other classmate's improvements in their artwork. ● Choose from a selection of images and symbols to create a design that visually communicates a persuasive idea.

- Using online surveys and blogging to record student responses to artwork.
- Peer and teacher feedback through: google classroom, padlet.com,

Media Literacy Integration

- Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use
- Use of online resources for copyright free material
- Discussion of how the media digitally alters media using digital art programs

Global Perspectives

- Learning multicultural perspectives in media literacy.
- Developing global skills in critical dialoguing and decoding of a student's own cultural assumptions in a cooperative learning environment.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Summative Assessments, Projects, and Celebrations:

- Formal Rubrics for each project
- Final works for the Art Show
- Artworks displayed in the hallway

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 3: RESPONDING

Anchor Standard 7: Perceiving and analyzing products.
Anchor Standard 8: Interpreting intent and meaning.
Anchor Standard 9: Applying criteria to evaluate products.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Essential Question(s):

AS 7: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

AS 8: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

AS 9: 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?

Enduring Understandings

What will students understand about the big ideas?

AS 7: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

AS 8: People gain insights into meanings of artworks by engaging in the process of art criticism.

AS 9: People evaluate art based on various criteria.

Areas of Focus: Proficiencies

(New Jersey Student Learning Standards)

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

Lessons

Lessons:

- Aboriginals
 - Students will study Australian aboriginals and create a painting inspired by aboriginals.
- Kimmy Cantrell
 - Students will study the African American artist himself, learn how there's beauty in

elements. 1.5.5.Re9a Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. Career-Ready Practices: CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	imperfections and create an imperfect portrait inspired by him. ● Wayne Thiebaud ○ Students will study the American artist Wayne Thiebaud and create a sculpture of a sliced cake out of cardboard. ● Pablo Picasso ○ Students will study Picasso and cubism. Create cubist super heroes. ● Jen Stark ○ Learn how her work is inspired by topographical maps and how she works with patterns. ○ Create a 2D drip art or 3D (with cardboard) to create art inspired by her.
Differentiation	Assessments
Interdisciplinary Connections ● Math - shapes ● Social Studies - color portrays feeling Technology Integration ● Google slides ● Youtube videos Media Literacy Integration ● Famous Works of Art ● Videos of artists and their works Global Perspectives	Formative Assessments: ● Verbal responses (i.e. classroom discussions, think, share, pair. ● The end result of the project ● Teacher observation ● Class participation ● Flipgrid ● Class critique ● Rubric ● Self evaluation - exit slips Summative Assessments, Projects, and Celebrations: ● Gallery walk ● Flip grid - self critique

- Students will get a broader scope of historical and cultural contexts in the art room.
- Expressing the differences between two works of art or between different artistic styles.

Supports for English Language Learners

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Real-life objects	Charts	In pairs or partners
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Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via	Increase opportunities to	Individualized assessment tools

- Final project results
- Exit slips
- Table review with materials that relate to the lesson

computer or electronic device	engage in active academic responding	based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Unit 4: CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

AS 10: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

AS 11: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Enduring Understandings

What will students understand about the big ideas?

AS 10: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

AS 11: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate changes.

Career-Ready Practices:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with

Lessons

Lessons:

- Monochromatic
 - Using oil pastels, create a monochromatic cupcake
- Louise Nevelson Assemblage Sculpture
 - Create a monochromatic sculpture.
- Alma Thomas Mini Paintings
 - Create an abstract painting inspired by Alma.
- Artwork from recycled materials
 - Using newspaper, soda bottles, can, and more to create sculpture work.
- Wayne Thiebaud desserts
 - Students will create ice cream cones while applying previous knowledge of value and

reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	monochromaticity. ● Andy Goldsworthy ○ Use natural materials to create sculpture.
Differentiation	Assessments
Interdisciplinary Connections ● Math - form ● Language Arts - verbalize ideas on art ● Science - value in nature Technology Integration ● Museum websites ● Artists' websites ● Interactive web pages ● Online museums and galleries ● Google Images for reference ● Google Classroom ● Google Slides ● Videos of demonstrations for learning reviews ● FlipGrid Media Literacy Integration ● Keys to Painting Color and Value ● Ablaze with Color a story about the painter Alma Thomas Global Perspectives ● Design process and how it relates to other disciplines. ● Understanding how to really look and interpret what is around you. ● Creativity comes from both external and internal sources.	Formative Assessments: ● Verbal responses (i.e. classroom discussions, think, share, pair. ● The end result of the project ● Teacher observation ● Class participation ● Class critique ● Rubric Summative Assessments, Projects, and Celebrations: ● Gallery walk ● Flip grid - self critique ● Final project results

- Observe how various cultures and time periods use artistic means of expressing and document.

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Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	