

Crest Memorial School Curriculum and Pacing Guide	
Grade: 3rd	Subject Area: Visual Art
Adoption Date:	Revision Date: August 15, 2024

Mission and Vision Statements
<p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines (dance, music, theatre, visual arts, and media arts) as a mechanism for:</p> <ul style="list-style-type: none"> • Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; • Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; • Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and • Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Integration of Technology
<p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

21st Century Skills
<p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p>

Career Education
<p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Employee benefits can influence your employment choices.</p>

Interdisciplinary Connection

NJ.CC.6-12.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., a play and a film, a poem and a novel, or a painting and a poem) to see how the mediums impact the interpretation of the subject or scene.

NJ.CC.6-8.21C.4: Creativity and Innovation: Develop, implement, and communicate new ideas to others effectively

6.1.4.C.8: Explain how cultural traditions are passed down from one generation to the next and how they influence society.

3.G.A: Understand and apply geometric concepts, such as shapes and patterns, in various contexts.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual examples ● highlight and define important vocabulary ● ask yes/no questions ● rephrase directions
English Language Learners	<ul style="list-style-type: none"> ● create visual examples ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures ● create a word map
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	<ul style="list-style-type: none"> • Oral place presentation • End of unit rubric
Benchmark	<ul style="list-style-type: none"> • End of unit rubric
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Pacing Guide	
Unit Title	Number of days
Sketchbook Cover	3
Van Gogh Starry Night	6
3D Chair Sculpture	5
Basket Weaving	5
Line Beetle	4
Aboriginal Dot Art	4

Unit Learning Goals
Students will practice fundamental art techniques such as drawing, coloring, and basic shapes, using tools like crayons, markers, and colored pencils while designing a sketchbook cover

Core Instructional Materials	Supplemental Materials
Construction paper Markers Colored pencils	Tracers Rulers Chromebooks

Daily Targets	NJSLS Performance Expectations	Instructional Activities

Day 1: Students will use a variety of art materials and techniques, such as drawing, painting, and collage, to create their sketchbook covers.	1.5.5.Cr1b	Show examples of different materials (crayons, markers, colored pencils, collage materials) and techniques (drawing, shading, blending). Allow students to practice these techniques in sketchbook before starting their sketchbook cover.
Day 2: Students will apply basic principles of design, including balance, contrast, and emphasis.	1.5.5.Cr2a	Explain design principles using visual examples. Discuss how to achieve balance (symmetrical vs. asymmetrical), contrast (color and shape differences), and emphasis (focal points). Have students sketch preliminary designs, focusing on incorporating these principles. Provide feedback as they work.
Day 3: Students will share their designs with classmates and offer and receive constructive feedback.	1.5.5.Re7a	Facilitate a class discussion where students can talk about what they observed in their peers' work and share their own experiences and challenges. Organize pairs or small groups to exchange feedback on their artwork. Guide them to focus on constructive and supportive comments.

Inclusive concepts

Celebrate diverse cultures and backgrounds by encouraging students to incorporate cultural symbols, patterns, or themes into their designs.

Unit Learning Goals

Students will understand Vincent Van Gogh's artistic style and the significance of his work, particularly "Starry Night." They will use elements of his style to create their own interpretation of "Starry Night," developing their skills in color use, texture, and emotional expression.

Core Instructional Materials

Supplemental Materials

Images of Vincent Van Gogh's "Starry Night"

Van Gogh Biography

White glue construction paper Oil pastels Colored pencils	Handouts/worksheet
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Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will explore and practice Van Gogh's painting techniques, focusing on his use of color, texture, and brush strokes.	1.5.5.Cr2a	Introduce Vincent Van Gogh and his painting "Starry Night." Use a brief video or presentation to explain Van Gogh's life and artistic style. Examine "Starry Night" together. Discuss key elements such as color, brush strokes, and the emotional tone of the painting.
Day 2: Students will create their own artwork inspired by "Starry Night," reflecting their personal interpretation and imagination.	1.5.5.Re7a, 1.5.5.Cr2b	Show Van Gogh's painting techniques, such as impasto (thick application of paint) and swirling brush strokes. Allow students to experiment with these techniques by using white glue to create texture
Day 3: Students will gain an understanding of Vincent Van Gogh's life and the historical context of "Starry Night."	1.5.5.Cn11a	Students work on their artwork independently but with guidance and support as needed.
Day 4: Students will analyze and discuss the elements of Van Gogh's painting, including the emotional impact and stylistic features.	1.5.5.Re7b	Display students' artwork around the classroom.
Day 5: Students will share their artwork with peers and provide and receive constructive feedback.	1.5.5.Cr3a	Organize a peer review session where students share their artwork and provide positive and constructive feedback to one another.

Inclusive concepts
Discuss how Van Gogh's cultural background influenced his work and encourage students to incorporate their own cultural influences into their artwork. Provide various art materials and techniques to accommodate different skill levels and preferences. Offer modifications such as thicker brushes or pre-drawn outlines for students who may need them.

Unit Learning Goals

Apply sculpting techniques to create their own chair sculptures, incorporating personal elements to reflect their identity.
Develop skills in 3D art creation and explore how art can represent personal experiences and perspectives.

Core Instructional Materials	Supplemental Materials
Clay or modeling dough sculpting tools High gloss tempura paint 3D printed chairs Brushes	Van Gogh's Chair slideshow Sketch worksheet

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will understand Vincent Van Gogh's artistic style and his use of everyday objects in his artwork, focusing on his painting of a chair.	1.5.5.Re7b	Introduce Vincent Van Gogh's chair painting, discussing its significance and the idea of everyday objects in art. Show an image of Van Gogh's chair painting and discuss the details, including how Van Gogh's choice of objects reflects aspects of his life and personality.
Day 2: Students will create chair sculptures that reflect their own identity, interests, and experiences.	1.5.5.Cr1a	Allow students to create different sketches reflecting various themes of personal identity
Day 3: Students will develop skills in 3D art creation and explore how art can represent personal experiences and perspectives.	1.5.5.Cr2a	Show basic sculpting techniques using clay or modeling dough. Demonstrate how to shape, smooth, and add details.

Inclusive concepts

Encourage students to incorporate elements that reflect their cultural backgrounds or personal experiences into their sculptures.
Encourage students to reflect on how creating their chair sculpture makes them feel and to share their emotions with the class.

Unit Learning Goals

Understand the basic principles and techniques of basket weaving.
 Develop fine motor skills and hand-eye coordination through weaving activities.
 Create a simple woven basket using provided materials, demonstrating creativity and personal expression.
 Learn about the cultural and historical significance of basket weaving.

Core Instructional Materials	Supplemental Materials
Paper strips Construction paper Basket weaving kit Pony beads	Weaving vocabulary slideshow

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will gain an understanding of the history and cultural significance of basket weaving.	1.5.5.Cn11b	Introduce the concept of basket weaving. Explain its historical and cultural significance in various cultures around the world. Show images or a brief video demonstrating traditional and contemporary basket weaving techniques. Introduce weaving vocabulary Practice weaving with paper strips
Day 2: Students will learn and apply basic basket weaving techniques to create a simple woven basket.	1.5.5.Re8a	Show how to weave a basic basket using provided materials. Explain the steps, including creating the base, weaving the sides, and finishing the basket.
Day 3: Students will enhance their fine motor skills and hand-eye coordination through hands-on weaving activities.	1.5.5.Cr2b	Provide students with basket weaving materials Guide them through the process of creating their own baskets, ensuring they follow the weaving steps demonstrated.
Day 4: Students will incorporate their own design choices and colors into their woven baskets.	1.5.5.Cr2a	Add beads and finishing details
Day 5: Students will share their finished baskets with peers and discuss their weaving experience.	1.5.5.Cr2c	Have students display their finished baskets in the hallway

Inclusive concepts

Discuss the diverse cultural contexts of basket weaving, highlighting various traditions and styles. Encourage students to think about how they can incorporate elements that reflect their own cultural backgrounds.

Unit Learning Goals

Students will understand the concept of line patterns and how they can be used to create visual interest.
Students will learn how to apply line patterns to a three-dimensional paper beetle.
Students will develop fine motor skills through cutting, folding, and coloring activities.
Students will use their creativity to design unique and individualized line patterns for their beetles

Core Instructional Materials	Supplemental Materials
Pre-printed paper beetle outlines. Scissors Glue sticks Marker Thin tip Sharpie	Visual aid showing examples of different line patterns. Art books or online resources with examples of line patterns in nature and art. Examples of line patterns from famous artworks or natural specimens to inspire students.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will identify different types of line patterns and discuss their characteristics.	1.5.5.Cr1a	Begin with a brief discussion about line patterns (e.g., straight, curved, zigzag, wavy). Show examples on a whiteboard or projector. Use a line pattern chart or a visual presentation to demonstrate different patterns.
Day 2: Students will design and draw line patterns on paper beetle templates	1.5.5.Cr2c	Hand out paper beetle templates to students. Students will use pencils to draw various line patterns on their beetle templates, guided by examples and prompts from the teacher. Walk around to provide feedback and support.
Day 3: Students will assemble their beetles into a three-dimensional form using the designed patterns.	1.5.5.Cr2b	Demonstrate how to cut out the beetle shapes and fold them to create a 3D effect. Students will cut out their beetles, fold, and assemble them with the designed patterns.

		Provide glue and assist with assembling the beetles into their final 3D form.
Day 4: Students will reflect on their work and share their beetles with classmates, explaining their design choices.	1.5.5.Cr3a	Have students display their beetles around the room. Each student will briefly present their beetle, describing their pattern choices and any challenges they faced. Conduct a brief class discussion about what they learned and enjoyed about the activity.

Inclusive concepts
Offer various templates with different complexity levels for students who may need more support or challenge. Emphasize that there is no "right" or "wrong" pattern, promoting an inclusive environment where each student's creativity is valued.

Unit Learning Goals
Students will learn about Aboriginal dot painting, its cultural significance, and its role in storytelling. Students will explore and apply the technique of dot painting to create their own artwork. Students will identify and use animal symbols common in Aboriginal art. Students will express their creativity through designing and painting their own animal using dot techniques.

Core Instructional Materials	Supplemental Materials

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will understand the concept and cultural significance of Aboriginal dot paintings.	1.5.5.Re7b	Begin with a brief overview of Aboriginal dot painting, including its history and significance. Show examples of Aboriginal art featuring animals. Engage students in a discussion about the use of dots in art and how they can create patterns and textures.

Day 2: Students will practice creating dot patterns and using them to form an animal image.	1.5.5.Re9a	Demonstrate how to create dot patterns using paint and q-tips Explain how to use dots to form shapes and designs. Have students practice making dot patterns on scrap paper, focusing on creating a neat uniform pattern
Day 3: Students will create their own dot painting featuring an animal of their choice.	1.5.5.Cn11a	Students will choose an animal they want to paint and sketch a simple outline on their art paper. Students will use paint and cotton swabs to fill in their animal outline with dot patterns, using warm/cool colors and designs inspired by Aboriginal art. Provide assistance and feedback as students work on their paintings.
Day 4: Students will present their artworks and reflect on their artistic process and choices.	1.5.5.Cr3a	Arrange students' artworks around the room for a gallery walk. Each student will briefly share their artwork with the class, explaining their choice of animal and the patterns they used. Conduct a class discussion about what they learned from the activity and how it felt to use dot painting techniques.

Inclusive concepts
Offer instructions in both visual (demonstrations, examples) and verbal formats to accommodate different learning styles. Present Aboriginal art and culture respectfully, emphasizing the educational purpose of the lesson and honoring its origins.

Unit Learning Goals

Core Instructional Materials	Supplemental Materials

Daily Targets	NJSLS Performance	Instructional Activities
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	Expectations	

Inclusive concepts	