

Quinton Township School District
Grade 3
Art
[Pacing Guide](#)

Marking Period:	1	Unit Title:	Studio Habits and Creative Choices	Pacing:	10 weeks
------------------------	---	--------------------	------------------------------------	----------------	----------

Unit Summary: In this unit, third-grade students review studio center procedures and explore how artists develop ideas through drawing, collage, and mixed media. They create personal sketchbooks to record ideas and track progress, while learning key Studio Habits of Mind such as Develop Craft and Envision. Students apply drawing strategies—including observation, imagination, and experimentation—to plan and create original artworks. Through seasonal themes and guided exploration, they build confidence in making artistic choices and conclude the unit by participating in a peer critique to reflect and share their work. ()

Objectives:

Week 1. Demonstrate drawing and collage center procedures. Create a sketchbook for ideas.

Week 2. Create a drawing or collage on a completed sketchbook.

Week 3. Identify “Develop Craft” as a Studio Habit of Mind. Make a plan in their sketchbooks.

Week 4. Track their work in each studio by using a studio tracker and sketchbook.

Week 5. Identify 4 drawing strategies: observation, imagination, memory, making marks and experimenting.

Week 6. Identify studio habit “Envision” by planning and creating art work of choice. Apply correct procedures in studio centers.

Week 7. Create choice artwork based on observation or imagination: seasonal themes.

Week 8. Demonstrate collage center skill by cutting symmetrical shapes to use in a collage.

Week 9. Use mixed-media techniques to create a collage with mixed media.

Week 10. Select art work to share in a peer critique.

Essential Questions:

Where do artists get ideas?

How do artists plan their work?

How do artists reflect on their work?

NJSLS - Visual and Performing Arts: 1.5.5.Cr1 1.5.5.Cr2 1.5.5.Re7

Interdisciplinary Connections: W.IW.3.2, SL.PE.3.1, SL.UM.3.5

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students review art center procedures with the teacher. Fold signatures for a sketchbook.	Teacher demonstration teacher, made signage	paper, tag board, stapler	• Smart Board Applications • Google Applications
Week 2. Complete sketchbooks. Students use a drawing center or collage center to personalize their art sketchbook.	Teacher demonstration	assorted papers, glue, scissors, color pencils, markers	
Week 3. Students plan a drawing or	Video How artists use sketchbooks.		

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

collage of choice, gather materials and create art work.			
Week 4 Students continue their art work of choice and learn how to use the studio tracker.	Teacher-made studio tracker		
Week 5 Students learn to distinguish through analyzing reproductions the drawing practices: observation, imagination, memory and mark making. ()	Art reproductions in each area: Imaginary Miro, Observation, Thiebaud, Memory Garcia Lomas, mark making, Basquiat ()	Art reproductions digital or printed	
Week 6 Students Envision by planning in their sketchbooks and creating work in a center of choice.	Teacher-made signage. Demonstration of drawing supplies color pencil blending	drawing supplies collage supplies	
Week 7. Students brainstorm themes which could include seasonal themes related to autumn. Plan a themed picture.	Seasonal items from nature, leaves, pumpkins, apples, Oil pastel blending demonstration	oil pastels	
Week 8 Students continue to work on autumn themed artwork. Demonstrate how to cut a symmetrical shape from paper.	Teacher demonstration	construction paper, scissors	
Week 9 Students create a mixed-media collage using symmetry	Teacher demonstration	Papers, glue, gel markers, color pencils,	

and mixed media.		construction paper crayons	
Week 10 Students select art work to share with peers in an informal “gallery walk.”			

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
---	--	---	---

Quinton Township School District
Grade 3
Art

Marking Period:	2	Unit Title:	Building, Folding, and Printing: Exploring 3D & 2D Art	Pacing:	10 weeks
------------------------	---	--------------------	---	----------------	----------

Unit Summary: In this unit, students explore a variety of hands-on techniques through structured and self-directed activities. They begin by learning basic origami skills and how to use digital resources for independent practice. Students are introduced to the printmaking center, experimenting with foam printing, water-based ink, monoprints, and oil pastel transfer inspired by artist Jim Dine. In the second half of the unit, students explore 3D construction by practicing cardboard attachment techniques and creating movable sculptures. The unit concludes with open-ended building challenges using KEVA planks, encouraging creativity, problem-solving, and independent thinking. @

Objectives:

Week 1. Fold several simple origami models and demonstrate how to use the origami center. @

Week 2. Continue to practice origami models using the digital art choice board for reference. @

Week 3. Locate the printmaking center and demonstrate how to make a foam and marker print.

Week 4. Gather supplies from the printmaking center and create a print using foam and water based ink.

Week 5. Create a print on a winter holiday theme.

Week 6. Create a monoprint paper.

Week 7. Demonstrate oil pastel printmaking and identify Jim Dine as an important printmaker.

Week 8. Demonstrate cardboard attachment hinge and brass fasteners.

Week 9. Create a cardboard sculpture with moveable parts.

Week 10. Participate in self directed building challenges using the KEVA planks.

Essential Questions:

What materials and processes can artists use to make 3D art?

How do artists make prints?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts 1.5.5.Cr1 1.5.5.Cr2 1.5.5.Pr4 1.5.5.Pr5

Interdisciplinary Connections: W.IW.3.2, SL.PE.3.1, SL.UM.3.5

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Fold simple origami models, demonstrate how to gather materials in the origami center. @ Week 2. Students learn how to access the digital origami choice board. Work collaboratively to fold origami models of choice.	Videos of origami folding	origami paper	• Smart Board Applications • Google Applications

Week 10 Students work in a block center and use KEVA planks to work on collaborative building challenges.	KEVA plank challenge cards	KEVA planks	
--	----------------------------	-------------	--

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	relationships with people, societal institutions, nature and culture.
---	---	--	--

Quinton Township School District
Grade 3
Art

Marking Period:	3	Unit Title:	Painting, Stitching & Weaving: Exploring Color and Craft	Pacing:	10 weeks
------------------------	---	--------------------	---	----------------	----------

Unit Summary: In this unit, students explore painting, sewing, and weaving while building confidence with materials and developing fine motor skills. They begin by creating painted papers and learning tempera techniques such as dry brush, wet-on-wet, and sgraffito. Students then shift to fiber arts, practicing basic sewing skills like threading a needle and running stitch, and learning about fabric artist Bisa Butler. In the final weeks, students explore weaving on cardboard looms, identifying warp and weft, and tying on new yarn. The unit ends with student choice and persistence as they complete a work-in-progress using their favorite techniques. *

Objectives:

Week 1. Demonstrate painting center procedures. Create painted papers.

Week 2. Use a variety of tools to create painted textures.

Week 3. Demonstrate use and care of paintbrushes. Demonstrate tempera painting techniques.

Week 4. Plan and create a painting that demonstrates more than 1 tempera technique (wet on wet, dry brush, double loading, overpainted. sgraffito).

Week 5. Identify the sewing center and supplies: needle, thread, felt. Tie a knot. Identify Bisa Butler as an important African American contemporary fabric artist. *

Week 6. Demonstrate threading the needle, practice running stitches.

Week 7. Sew a simple shape onto burlap.

Week 8. Identify warp and weft on a cardboard loom and add warp to a loom.

Week 9. Weave a small piece of cloth and be able to tie on new yarn.

Week 10. Choose a center and demonstrate Studio Habit Engage and Persist by completing a previously unfinished artwork.

Essential Questions:

What makes fiber arts unique?

What can artists do with tempera paint?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.5.Cr2 1.5.5.Re7 1.5.5.Cn11

Interdisciplinary Connections: W.IW.3.2, SL.PE.3.1, SL.UM.3.5

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1. Presentation of procedures for the liquid paint center. Students demonstrate procedures and create a painted paper. Week 2 Students use a variety of traditional and non traditional tools to	Teacher-made demonstration video of tempera paint techniques	90 lb papers, liquid tempera paint plastic palette. brushes, paint rollers, paper towels. cardboard scrapers legos lids non	• Smart Board Applications • Google Applications

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

create textured painted papers. Week 3 Students create a painting of choice demonstrating how to use and care for a variety of brushes. Week 4. Students continue to work on painting and demonstrate a variety of techniques to their painting. Week 5 presentation of African American fabric artist Bisa Butler.* Students practice tying a knot. Week 6. Students practice threading needles, tying knots, and practice running stitches. Week 7 Students sew a simple shape into burlap (heart, letter, star, pattern) Week 8 Review of weaving center procedures Students warp a small cardboard loom. Week 9 Weaving a small cloth. demonstrate how to tie on a new piece of yarn.	<i>Good Morning America</i> video on Bisa Butler, Video on knot tying * Video on knot tying, running stitch for beginners Teacher demonstration Video on how to warp a cardboard loom.	traditional tools. Variety shape and sizes of brushes Thread, needles, Burlap, needle, hemp thread Cardboard looms, yarn, plastic weaving needles.	
---	--	---	--

Week 10 Students choose a project that is unfinished and class discussion on Engage and Persist. Finished students work in Sketchbook.	Teacher-made signs on Studio Habit Engage and Persist.		
---	--	--	--

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	of self-understanding of one's relationships with people, societal institutions, nature and culture.
---	--	--	---

**Quinton Township School District
Grade 3
Art**

Marking Period:	4	Unit Title:	Posters, Process & Presentation: Expressing Ideas Through Art	Pacing:	10 weeks
------------------------	---	--------------------	--	----------------	----------

Unit Summary: In this culminating unit, students explore creative expression through group collaboration, material experimentation, and reflective practices. They begin by brainstorming and designing posters based on a yearly theme, applying Studio Habits of Mind such as Envision and Engage & Persist. Midway through the unit, students Stretch and Explore by using recycled and nontraditional materials to create original artworks. They also practice Observation drawing and prepare selected pieces for presentation. The unit concludes with self-reflection through artist statements and participation in a classroom gallery walk to celebrate and share their artistic growth. #

Objectives

- Week 1.** Work in groups to brainstorm ideas for the annual poster contest.
- Week 2.** Demonstrate studio habit Envision to draw a rough draft for a poster on a yearly theme.
- Week 3.** Demonstrate studio habit Engage and Persist and drawing materials of choice to create a poster with a yearly theme.
- Week 4.** Demonstrate studio habit Stretch and Explore by combining recycled artwork and materials to make something new. #
- Week 5.** Use non traditional art materials, recycled materials, or things found in nature to create artwork. #
- Week 6.** Demonstrate studio habit Observe by creating a drawing from observation.
- Week 7.** Refine and revise chosen artwork to prepare for the end of year in class gallery walk.
- Week 8.** Demonstrate studio habit Reflect on one or more of their artworks by writing an artist's statement in their sketchbooks.
- Week 9.** Mat art work and organize work for peer critique and or gallery walk.
- Week 10.** Participate in the end of year classroom art display.

Essential Questions:

How do artists use the Studio Habits of Mind?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.5.Cr1 1.5.5.Cr2 1.5.5.Pr5 1.5.5.Cn11

Interdisciplinary Connections: 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3, W.IW.3.2, SL.PE.3.1, SL.UM.3.5

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.IC.1, 8.1.5.IC.2, 9.4.5.DC.4, 9.4.5.IML.5, 9.4.5.TL.5

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Students brainstorm ideas for the annual poster contest and start rough drafts. Week 2 Students complete work on a rough draft of the poster for PSEG. Begin final poster. Week 3 Students work on the final draft of PSE&G posters.	Fact sheet from PSEG containing topic for the poster	paper pencils Paper, color pencils, markers, crayon	• Smart Board Applications • Google Applications

Week 4 Students use previously made work and other recycled materials to create a mixed media artwork. #	Video of artists who use recycled materials to create art #	recycled materials including recycled artwork.	
Week 5 Students create using things found in nature.	Video and reproductions of land artist Andrew Goldsworthy	leaves flowers, small sticks, pebbles, camera	
Week 6 Students draw natural or invented objects using observational techniques such as contour line drawing.	Video on observational drawing	sketchbooks, pencils	
Week 7 Students pick previously created artwork and revise or refine it.	Teacher demonstration	previously made art work	
Week 8 Students choose 1 or more of the art works and write an artist's statement.	Handout on reflection questions	sketchbook pencils	
Week 9 Students organize artwork into a portfolio and choose 2 or more to mat for an informal gallery walk.		Construction paper, staples small labels	
Week 10 Students participate in an informal classroom gallery walk.	Teacher demonstration		

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize graphic organizers.	
---	---	---	--