

Moonachie School District Visual Arts Curriculum: Grade 3

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022
Re-Adoption: August 26, 2025

1.5 Visual Arts: Grades 3

ARTISTIC PROCESS: Creating

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1: Generating and conceptualizing ideas.	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.	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?	Explore
Anchor Standard 2: Organizing and developing ideas.	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.	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?	Investigate
Anchor Standard 3: Refining and completing products.	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	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?	Reflect, Refine, Continue

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.Cr2a: 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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>Unit 1: Color and Value tertiary colors, mixing, experimenting, tint, value, analogous colors, complimentary colors, interaction of colors, unity, color schemes, warm, cool, primary, secondary, color wheel, tertiary, tints, shades, monochromatic, light, dark, pressure, blending, tints</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Brainstorm and curate ideas to innovatively problem solve when creating color and mixing color for design projects. Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice including complementary and analogous colors Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers in the completion of color and value projects Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. 	<ul style="list-style-type: none"> Students will explore the work of Annie Albers to learn about color mixing and experimentation Students will explore desert landscapes to learn about analogous colors Students will explore complementary colors and the works of Wayne Theibaud and “cupcake” colors. The teacher will demonstrate appropriate collaboration within the art classroom, students will practice and then complete aspects of their art projects with collaborations, i.e. collaborative mural work. The teacher will model and discuss how to manage the materials, tools and equipment used. 	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p>
<p>Unit 2: Lines Abstract, collage, shape, pattern, color, horizon line, Line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick(er), thin(er), wipsy, diagonal, movement,</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. Individually or collaboratively represent environments or objects of personal significance 	<ul style="list-style-type: none"> Students will create projects with abstract lines individually and in groups. The students will make revisions on their projects based on their own reflections. Students will create Organic and geometric lines projects with the study of geodes using water colors. The students will make revisions on their projects based on their own reflections. 	<p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of</p>

<p>linear movement, contour lines, abstract art</p>	<p>that includes a process of peer discussion, revision and refinement.</p> <ul style="list-style-type: none"> ● Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. 	<ul style="list-style-type: none"> ● Explore “The Goldfish” by Henry Matisse and the paintings made by painting with scissors. Students will cut lines and shapes to create a collage “painting”. The students will make revisions on their projects based on their own reflections. ● Students will create an Owl project with attention to the lines and patterns within the animal using pencils, sharpie, and markers. The students will make revisions on their projects based on their own reflections. ● The teacher will model and discuss how to manage the materials, tools and equipment used. 	<p>assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
<p>Unit 3: Shape and Form</p> <p>Organic, geometric, recycled, realistic, abstract, positive and negative space, cubism, Cultural symbols, spheres, cones, cylinders, rectangular prisms, pyramids, cubes, organic and geometric shapes, symbols, circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Brainstorm and curate ideas to innovatively problem solve when creating shapes and forms for design projects. ● Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the student and/or artist studies. ● Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● Demonstrate craftsmanship through the safe and respectful use of materials, tools and 	<ul style="list-style-type: none"> ● The teacher will lead an artist exploration of Yayoi Kusama. Students will create Yayoi Kusama style pumpkins that are organic, geometrics, and shapes using mixed media, painting, etc. The students will make revisions on their projects based on their own reflections and experiments in the techniques and approaches like the artist. ● The teacher will lead a discussion of how various materials can be reused and/or recycled to make art. Rainforest project creating shapes with recycled materials to make a cardboard relief. Students will work collaboratively, evaluating their work and experimenting with the techniques. Student will ● The teacher will discuss the shapes and forms that are included in Still Life pieces including positive and negative space. This will include a comparison and contrast of different styles of still life, realistic and abstract. 	

<p>Unit 4: Texture</p> <p>Implied or actual texture, bumpy, scaly, smooth, rough, rubbing plate, quilt, mixed media, glossy, matte, satin</p>	<p>equipment.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Brainstorm and curate ideas to innovatively problem solve when creating texture for design projects. ● Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the student and/or artist studies. ● Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. ● Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 	<ul style="list-style-type: none"> ● The teacher will discuss the ideas of textures on a canvas. Students will create Cactus and succulent pictures creating texture by using rubbing plates as well as found things such as bubble wrap or different surfaces. ● The teacher will lead a class discussion of Faith Ringgold and Story Quilts detailing the use of different materials including burlap, corrugated cardboard, yarn. Students create a piece of artwork circling around their family, holiday, culture. ● The teacher will introduce the artist Romare Bearden and discuss his collages, cultural experiences, and connecting cultural experiences to the students. Students will use various types of papers to create a collage project that displays their own cultural experiences. 	
<p>Unit 5: Space</p> <p>foreground, background, middle ground, size variations, placement, shadows, horizon line, depth</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Brainstorm and curate ideas to innovatively problem solve when creating color and mixing color for design projects. ● Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice including complementary and analogous colors ● Individually and collaboratively set goals, investigate, choose, 	<ul style="list-style-type: none"> ● Students will explore Landscape art and create pieces using tempera, watercolor, background, foreground, placement. In addition, the class can study Monet's Waterlily series to identify the elements of space used. Students will then create their own landscape. In addition, students will identify "who" or "what" they see in their landscape to create their own personal narrative and create their own experience. ● The teacher will display various images/pictures with shadows. Cast shadow to see the shadow that is cast by objects for the purpose of displaying space. Students will create pieces that use shadows to display space. 	

	<p>and demonstrate diverse approaches to art-making that is meaningful to the makers in the completion of color and value projects</p> <ul style="list-style-type: none"> ● Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. 		
<p>Resources/Materials</p>	<p>Unit 1 Artists: Annie Albers, Wayne Theibaud Materials: Water color, crayons, markers, tempra, oil pastels, chalk pastels, paper weaving, model magic clay, paper</p> <p>Unit 2: Art/Artists: “The Goldfish” by Henry Matisse, Wassily Kandinsky Materials: geodes (physical), pencils, markers, colored pencils, water colors, watercolor crayons, watercolor pencils, crayons, sharpies, rulers</p> <p>Unit 3 Artists: Paul Cezanne, Yayoi Kusama Materials: Recycled materials (i.e cardboard boxes), pastels, watercolors, crayons, colored pencils</p> <p>Unit 4 Artists: Faith Ringgold, Romare Bearden materials:, burlap, cardboard, yarn, rubbing plates, found textures, various textured surfaces</p> <p>Unit 5 Artists: Monet- Water Lily series, Japanese Footbridge Materials: Pencils, Markers, Watercolor paint, Watercolor pencils, Tempera paint, paper</p> <p>Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org</p>		
<p>Interdisciplinary</p>	<p>SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade</p>		

Connections	<p>3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Explain their own ideas and understanding in light of the discussion.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>
Career Readiness, Life Literacies and Key Skills	<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).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p>
Computer Science and Design Thinking	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p>

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.5 Visual Arts: Grades 3
ARTISTIC PROCESS: Presenting
Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	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?	Analyze
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	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.	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?	Select
Anchor Standard 6: Conveying meaning through art.	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.	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?	Share

PERFORMANCE EXPECTATIONS

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

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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Gallery walk, art safety/protection, respect of art, information about art, matting, mounting, enhancing artwork, detract from art work,	Students will be able to: <ul style="list-style-type: none"> Prepare and present artwork safely and effectively. Discuss how exhibits and museums provide information and in person experiences about 	<ul style="list-style-type: none"> The teacher will model to the students how to store various artworks safely, i.e. chalk pastels stored within the “folder”. Students will then store their artwork and be respectful of others. The teacher will display and explore the information that is provided by museums for pieces of art. 	Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or

<p>curator, art preservation, art area</p>	<p>concepts and topics for their own pieces of art displayed in a gallery walk.</p> <ul style="list-style-type: none"> ● Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork in relation to how the students will care for their artwork when they take it home. 	<p>Students will create sentences to inform others about their artwork.</p> <ul style="list-style-type: none"> ● The teacher will lead discussion on the manner/way that students will present their artwork, i.e. color choice for matting and how it can enhance or detract from the artwork. ● The teacher will discuss the responsibilities of an art curator and how to create and preserve student artwork at home. This includes how to bring artwork home safely and creating a space at home to keep the artwork “safe” as the home curator of their artwork. 	<p>gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
<p>Resources/Materials</p>	<p>Virtual MET field trip</p>		

	Louvre Virtual Tour Smithsonian Virtual Tour Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/ Google Slides, Google Classroom
Interdisciplinary Connections	SL.PE.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. <p style="margin-left: 40px;">A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p style="margin-left: 40px;">B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="margin-left: 40px;">C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p style="margin-left: 40px;">Explain their own ideas and understanding in light of the discussion.</p> SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
Career Readiness, Life Literacies and Key Skills	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). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers

Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Graphic organizers Extended time Parent communication Modified assignments Counseling	Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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1.5 Visual Arts: Grades 3			
ARTISTIC PROCESS: Responding			
Pacing: 8 weeks			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7: Perceiving and analyzing products.	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.	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?	Perceive
Anchor Standard 8: Interpreting intent and meaning.	People gain insights into meanings of artworks by engaging in the process of art criticism.	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?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	People evaluate art based on various criteria.	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?	Analyze
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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>India, Ancient Greece, Ancient Rome, Asia, cultures, artistic process, culture, conditions, environment, time and place, relationships, personal narrative, form, structure, context, subject, visual elements, geometric, organic, mood, colors convey mood.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Speculate about artistic processes. Interpret and compare works of art and other responses. ● Analyze visual arts including cultural associations. ● Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. 	<ul style="list-style-type: none"> ● The teacher will encourage students to explain what they see. Then ask probing questions to identify why students think that the artist made the choices based on what they see in the artwork. ● The teacher will lead students through comparing and contrasting art to previous knowledge from other years. They will model and encourage students to find connections between pieces of art. ● Teacher led discussion on the time and place of what is going on at the time the artist is living in their culture with consideration of the conditions/environment and how that impacts the artwork. Students will then make comparisons to their own experience and culture. 	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, - Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of</p>

			assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance
Resources/Materials	Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/		
Interdisciplinary Connections	<p>SL.PE.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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Explain their own ideas and understanding in light of the discussion.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>		
Career Readiness, Life Literacies and Key Skills	<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).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p>		
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.		

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504

Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

1.5 Visual Arts: Grades 3

ARTISTIC PROCESS: Connecting

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	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?	Synthesize
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	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?	Relate
PERFORMANCE EXPECTATIONS			
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 change.			

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>Community, culture, traditions, ethnic identities, respect, perspectives, values, beliefs, society, sharing, acceptance, family, artist’s intent, recycle, reuse, conserve</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. ● Communicate how art is used to inform the values, beliefs and culture of an individual or society. ● Communicate how art is used to inform others about global issues, including climate change. 	<ul style="list-style-type: none"> ● The teacher will lead a discussion with the students and model how to be respectful of each other’s cultures, traditions, values, family, etc in relation to art and artwork. The students will then have the opportunity to share with whole and small groups their cultural traditions in relation to art. ● The teacher will model how to identify and communicate how cultural art can be identified personally and how it can be explored respectfully with their peers. ● The teacher will identify examples within the classroom that display “waste” including water running, throwing out/misused paper, recycled materials used for art projects 	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based</p>

			assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance
Resources/Materials	Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/		
Interdisciplinary Connections	<p>SL.PE.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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Explain their own ideas and understanding in light of the discussion.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>		
Career Readiness, Life Literacies and Key Skills	<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).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p>		
Computer Science and Design Thinking	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.		

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding Word walls	Word walls Visual aides	Teacher tutoring Peer tutoring	Curriculum compacting Challenge assignments	Word walls Visual aides

<p>Sentence/paragraph frames</p> <p>Bilingual dictionaries/translation</p> <p>Think alouds</p> <p>Read alouds</p> <p>Highlight key vocabulary</p> <p>Annotation guides</p> <p>Think-pair- share</p> <p>Visual aides</p> <p>Modeling</p> <p>Cognates</p>	<p>Graphic organizers</p> <p>Multimedia</p> <p>Leveled readers</p> <p>Assistive technology</p> <p>Notes/summaries</p> <p>Extended time</p> <p>Answer masking</p> <p>Answer eliminator</p> <p>Highlighter</p> <p>Color contrast</p>	<p>Study guides</p> <p>Graphic organizers</p> <p>Extended time</p> <p>Parent communication</p> <p>Modified assignments</p> <p>Counseling</p>	<p>Enrichment activities</p> <p>Tiered activities</p> <p>Independent research/inquiry</p> <p>Collaborative teamwork</p> <p>Higher level questioning</p> <p>Critical/Analytical thinking tasks</p> <p>Self-directed activities</p>	<p>Graphic organizers</p> <p>Multimedia</p> <p>Leveled readers</p> <p>Assistive technology</p> <p>Notes/summaries</p> <p>Extended time</p> <p>Answer masking</p> <p>Answer eliminator</p> <p>Highlighter</p> <p>Color contrast</p> <p>Parent communication</p> <p>Modified assignments</p> <p>Counseling</p>
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