

Grade 3 Scope and Sequence for Visual Arts

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Visual Arts	Number of Instructional Days
<p><u>Unit 1 Creative Process</u> <i>This unit is designed to explore and develop a deeper understanding of the elements and principles that govern the creation of visual art and to allow students to practice their art skills in order to formulate a deeper desire to excel in the area of visual art.</i></p>	10
<p><u>Unit 2 History of Arts and Culture</u> <i>In this unit students will study various artists in different art industries such as ceramics, painting, drawing, and fabric. They will also learn how culture has influenced architecture.</i></p>	10
<p><u>Unit 3 Performance</u> <i>This unit is designed for students to understand how to manipulate art mediums and how to present their works of art through the use of correct terminology.</i></p>	10
<p><u>Unit 4 Aesthetic Response and Critique Methods</u> <i>In a world that is culturally and historically diverse, works of art evoke emotions that communicate meaning. It is imperative that students learn to use their imaginations to tell the stories and communicate emotion through visual arts.</i></p>	10

Visual Arts	Grade: 3
<p>Unit 1: Creative Process</p> <p>Unit Overview: Students at this age are moving out of their own preoccupation with themselves to discover others. There is a desire to be in groups. Students enjoy practicing their artistic skills and desire to excel in their artwork. Eye-hand coordination is improved, There is better command of the small muscles and fine motor skills. Drawing and composing are done with more conscious planning. Students perceive more details and desire that their drawings be more accurate with correct proportions. By grade 5 students display a working art vocabulary and a foundation for analyzing and creating. Two types of art students emerge at this time. One is analytical and tends to visualize or mirror reality. The other places emphasis on feeling and inner directions regarding art projects. Many experience social awareness and use many social themes in their drawings.</p>	
<p>New Jersey Student Learning Standards</p> <p>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life. 1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design. Standard 8 Computer Science 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. Standard 9 Career Readiness, Life Literacy, and Key Skills 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p>	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> The elements and principles of art are present in all aspects of life. Design of packaging, furniture, clothing etc. Underlying structures can be found via analysis and inference. Breaking accepted norms often give rise to new forms of artistic expression 	<p>Essential Questions</p> <ul style="list-style-type: none"> What does it mean for something to have emphasis? What is a pattern? How can an artist create or use emphasis within their artwork? How can an artist create or use pattern within their artwork? How are the elements of art and principles of design evident in everyday life? How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?
Unit Goals	Teaching Points

Grade 3 Scope and Sequence for Visual Arts

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Student portfolio • Rubric based projects • Verbal Discussions • Teacher observations • Repeat verbal directions back • Rough draft drawings <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubric based final projects for each unit • Observation of student application of skills • Completion of individual assignments and projects • Participation in activities • Time on task <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Quick response chalkboards • Verbal and written Critiques 	<p>Special Education</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

Grade 3 Scope and Sequence for Visual Arts

<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • New Jersey Visual Arts State Standards • Art Educators of New Jersey Association <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • theartofeducation.org - The Art of Education • www.nga.gov - National Gallery of Art • artsandculture.google.com - Google Arts and Culture 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • ArtsEdge: https://artsedge.kennedy-center.org/educators.aspx • www.nga.gov/kids • www.crayola.com • Googleartproject.com • Scholastic Art Magazine • Google Classroom • Google forms • Youtube.com • Newsela • Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) • Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) • Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Step by step tutorial videos • Step by step visual examples <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Resource manual for Intervention and Referral Services • Hand grips • Various sized drawing tools • Various sized paintbrushes • Visual examples of completed projects • Light-boxes • Tracing paper and graphite transfer paper • Tracing templates • Manipulatives • Stencils
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> • Patterns are an occurrence that students learn about from a visual perspective in Art that also correlates with an understanding that is learned in Math, Science, and ELA • Emphasis is a principal of design that shows itself visually in Art and correlates with ELA 	<ul style="list-style-type: none"> • Laptop • Projector • Use of various websites and internet based resources • Use of various creative computer softwares
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<p><i>See example.</i></p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic

Grade 3 Scope and Sequence for Visual Arts

<ul style="list-style-type: none"> Global and Environmental Awareness Problem Solving Skills Personal Literacy Business <p>Initiative and Self Direction</p> <ul style="list-style-type: none"> Manage Goals and Time Work Independently Be Self-directed Learners 	<ul style="list-style-type: none"> Use print materials to practice reading and comprehension skills
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women’s History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans’ Month Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16)

Visual Arts		Grade: 3
Unit 2: History of Arts and Culture		
Unit Overview:		
<p>Just as the production of art can lead to various creative avenues, so can the study of artists. Art making changes over generations and reflects on societal values and beliefs. Artists such as Picasso, Van Gough, and DaVinci have left a lasting impression on society.</p>		
New Jersey Student Learning Standards		
<p>1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p>		
Enduring Understandings	Essential Questions	
<ul style="list-style-type: none"> Art resources can be anything from the library, internet or museums-the Morris Museum is an outlet for local artists to show their art The internet and library are where you would find information about art You could research information about statues from ancient cultures on the internet or use books from the library Artists have developed specific styles for clothing, furniture, and home décor Works of art vary in various regions of the world Architectural styles can be compared and contrasted and shown how culture and lifestyles can affect designs 	<ul style="list-style-type: none"> What are some art resources that exist within your community? What tools are available for you to conduct research about art? Where would you find information about statues from Ancient Egypt, Ancient Greece, Rome and China? What are some contributions of individual artists from diverse cultures throughout history? What regions of the world produce works of art that are unique to a cultural area? What are some common features in architecture? 	
Unit Goals	Teaching Points	

Grade 3 Scope and Sequence for Visual Arts

<p><i>Session 1 - (Studying Artists)</i></p>	<ul style="list-style-type: none"> ● Today I want to teach you that artists are often inspired and influenced by other artists who lived before them. They study their technique as a way to learn and improve on their own skills. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. learning about the lives and works of artists from ancient times 2. exploring and examining paintings by significant artists 3. learning about different schools of art 4. imitating the styles of important artists
<p><i>Session 2 - (Studying Art)</i></p>	<ul style="list-style-type: none"> ● Today I want to teach you that artists study art to learn about different cultures. They study what materials were used, what different subjects were painted, and how art influenced important buildings of the day. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. describing the function of art in ancient civilizations 2. discussing architectural styles around the world 3. comparing architecture in different regions of the United States 4. comparing architectural styles in cities with architectural styles in the suburbs and in rural areas
<p><i>Session 3 - (Connecting History to Art)</i></p>	<ul style="list-style-type: none"> ● Today I want to teach you that artists are able to learn about historical events by studying the art of different ages and cultures. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. recognizing that events, people, and cultures influenced the work of artists 2. describing art from different cultures 3. explaining how art was utilized by religions to help explain its belief systems 4. studying paintings and/or murals that are of an historical event or culture 5. applying knowledge of social, historical, and cultural influences to identify works of art by well-known artists

Skills (Students will be able to...)

- Tell about the lives and works of artists of ancient times
- Describe the function of art in ancient civilizations
- Relate how art was utilized by religion to explain its belief system
- Describe art from different cultures
- Compare architecture in large cities with styles of buildings in the suburbs
- Compare architecture in the northeast with the southwest
- Participate in discussion about architectural styles around the world
- Recognize that events, people and culture influenced the work of recognized artists who use specific themes as well as figures in the work: Degas, Michelangelo, Picasso
- Explore and experience paintings of significant artists such as Picasso, Klee, Cezanne, Van Gogh, Matisse, Cassatt using the four step method to art criticism.
- Study paintings and/or murals that are of a historical event or world culture
- Recognize that events, people and culture influenced the work of recognized artists who depicted specific themes.
- Explore and experience the elements and principles of art found in the prints of famous artists: Gabor, Peterdi, and Rembrandt van Rijn
- Associate a well-known print with its significant artist applying knowledge of social, historical and/or cultural influences
- Explore and experience the art of pottery and sculpture through viewing work by famous artists; Cordero and McVey
- Explore and experience the art of fabric through significant fiber artists such as Julia Hill, Carol Hartstock, Erika Wade and contemporary fashion designers
- Explore and experience the art of drawings through significant artists such as Reuben and Escher
- Recognize the artists who use specific themes-and the influence of photography-Gordon Parks.
- Explore and experience paintings of significant artists such as Homer, Picasso, Dali, Pollack, Matisse and Cassatt

<p>Evidence of Learning (Assessments)</p>	<p>Accommodations and Modifications</p>
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<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Student portfolio • Rubric based projects • Verbal Discussions • Teacher observations • Written short answer assessments • Repeat verbal directions back • Sketchbook notes • Sketchbook drawings • Rough draft drawings <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubric based final projects for each unit • Observation of student application of skills • Completion of individual assignments and projects • Participation in activities • Time on task <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Quick response chalkboards • Verbal and written Critiques 	<p>Special Education</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials</p>	<p>Core Instructional, Supplemental, Instructional,</p>

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Professional Resources:	and Intervention Resources
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Interdisciplinary Connections	Integration of Technology through NJSL
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<ul style="list-style-type: none"> • Laptop • Projector • Use of various websites and internet based resources • Use of various creative computer softwares
Integration of 21st Century Themes	Media Literacy Integration
<p><i>See example.</i></p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character

Grade 3 Scope and Sequence for Visual Arts

<ul style="list-style-type: none"> • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Business • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Visual Arts		Grade: 3
Unit 3: Performance		
Unit Overview:		
<p>In this unit students will focus on art elements and explanation of their creations. Students will manipulate the basic elements of art and principles of design for personal expression that will result in a visual communication that will be relevant in a variety of settings. Students will explore solutions to creative problems. They will be exposed to a variety of traditional and non-traditional tools, applications, possibilities and limitations.</p>		
New Jersey Student Learning Standards		
<p>1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>1.3.5.D.2 - Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.3 - Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.3.5.D.5 - Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</p>		
Enduring Understandings	Essential Questions	
<ul style="list-style-type: none"> • When working with different art mediums, artists need to choose the right tools. • The artistic process is (1) Organizing your ideas, (2) Plan how to carry them out, (3) Select the materials, (4) Arrange the parts, (5) Use line, shape, form, color, value, texture, and space, and (6) Exhibit your work. • Different art media is better, depending on what type of project you want to do 	<ul style="list-style-type: none"> • How do artists choose tools, techniques and materials to express their ideas? • What is the artistic process? • Are some media better than others? • How is the medium the message? • How does an artist use their art to communicate? • What kind of things can be used to make art? 	

Grade 3 Scope and Sequence for Visual Arts

<ul style="list-style-type: none"> • This phrase was originally summoned to demonstrate that mediums actively influence the reception and the interpretation of a message. • Art can communicate different types of feelings by using color and texture • Art is everywhere-you can use any object to make art 	
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Unit Goals	Teaching Points
<i>Session 1 - (Elements of Art)</i>	<ul style="list-style-type: none"> • Today I want to teach you that artists understand that there are many different choices of mediums to use when creating art. They experiment with different tools and mediums until they are satisfied with the results. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. using paint, chalk, markers, pastels, water colors, and pencils to rehearse an idea 2. choosing the medium that does the best job of portraying their idea 3. applying a variety of techniques when creating art • Today I want to teach you that art has many different genres, and each genre has vocabulary words unique to it. Artists use those vocabulary words when they speak about art and when they are creating art. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. understanding and identifying clues and symbols in art 2. adding clues and symbols to their own artwork 3. learning the vocabulary for different materials, visuals, and techniques in art 4. using art vocabulary when they are describing their process and their art

Skills (Students will be able to...)
<ul style="list-style-type: none"> • Explore a variety of art media demonstrating the art elements and principles of design • Demonstrate the proper use of tools • Apply new techniques when creating art • Understand how clues and symbols create meaning in art • Build an art vocabulary based on materials, visuals and techniques • Create works of art using multiple art media and present the completed works in exhibition areas inside and outside the classroom • Work individually and collaboratively to create 2 and 3 dimensional works of art • Develop appropriate vocabulary while creating art of different genres • Identify the common and distinctive characteristics of different genres

Evidence of Learning (Assessments)	Accommodations and Modifications			
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<ul style="list-style-type: none"> • Rubric based final projects for each unit • Observation of student application of skills • Completion of individual assignments and projects • Participation in activities • Time on task <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Quick response chalkboards • Verbal and written Critiques 	<ul style="list-style-type: none"> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p> <p>Core Professional Resources:</p> <ul style="list-style-type: none"> • New Jersey Visual Arts State Standards • Art Educators of New Jersey Association <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • theartofeducation.org - The Art of Education • www.nga.gov - National Gallery of Art • artsandculture.google.com - Google Arts and Culture 	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p> <p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • ArtSedge: https://artsedge.kennedy-center.org/educators.aspx • www.nga.gov/kids • www.crayola.com • Googleartproject.com • Scholastic Art Magazine • Google Classroom • Google forms • Youtube.com • Newsela

Grade 3 Scope and Sequence for Visual Arts

	<ul style="list-style-type: none"> Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Step by step tutorial videos Step by step visual examples <p>Intervention Resources:</p> <ul style="list-style-type: none"> Resource manual for Intervention and Referral Services Hand grips Various sized drawing tools Various sized paintbrushes Visual examples of completed projects Light-boxes Tracing paper and graphite transfer paper Tracing templates Manipulatives Stencils
<p align="center">Interdisciplinary Connections</p>	<p align="center">Integration of Technology through NJCLS</p>
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. In Social Studies discuss routines in the community <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<ul style="list-style-type: none"> Laptop Projector Use of various websites and internet based resources Use of various creative computer softwares
<p align="center">Integration of 21st Century Themes</p>	<p align="center">Media Literacy Integration</p>
<p><i>See example.</i></p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills Global and Environmental Awareness Problem Solving Skills Personal Literacy Business Initiative and Self Direction Manage Goals and Time Work Independently Be Self-directed Learners 	<ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Build on the intuitive knowledge students have gained from media about the story and character Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic Use print materials to practice reading and comprehension skills
<p align="center">Career Education</p>	<p align="center">Global Perspectives</p>
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p>	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month

Grade 3 Scope and Sequence for Visual Arts

<p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
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Visual Arts	Grade: 3
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Unit 4: Aesthetic Response and Critiques Methods

Unit Overview:

This unit offers distinct opportunities to interpret, appreciate, and respond to works of art and beauty in the everyday world. Active focus, intent and understanding is an important component to have a full appreciation of the arts and foundation for language development.

New Jersey Student Learning Standards

- 1.4.5.A.1** - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- 1.4.5.A.2** - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.A.3** - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, or historical context).
- 1.4.5.B.1** - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5.B.2** - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.3** - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- 1.4.5.B.4** - Define technical proficiency, using the elements of the arts and principles of design.
- 1.4.5.B.5** - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Enduring Understandings

- Art forms/artists have distinct characteristics
- The concept of beauty may vary according to time period and culture
- The meaning communicated by art may vary according to time period and culture
- Art can reflect personal feelings
- Identifying the content or subject matter of a work of art is the first step toward understanding a work of art.
- Examination of the art elements provides a foundation for developing informed opinions regarding works of art
- Talking about art helps to promote artistic creativity and artistic creation helps children talk about art
- Identification of criteria for evaluating works of art results in deeper understanding of art and art making

Essential Questions

- What is art?
- Who makes art?
- Why do people make art?
- What can art from different times and places tell us?
- How can one respond to a work of art?
- How do personal experiences and cultural background influence the way people respond to works of art?
- What vocabulary words are needed when looking at and talking about art?
- What should you consider when you examine works of art?
- What is the theme or main subject in a piece of art?

Unit Goals

Session 1 - (Learning How to Critique)

Teaching Points

- **Today I want to teach you that artists share their opinions of art with others as a way of showing their appreciation of talent and presentation. They also ask other artists for feedback on their own work as a way of improving their technique and skill level.**
 - Artists do this by:
 1. recognizing that artists express thoughts, ideas, values, and feelings in visual art

Grade 3 Scope and Sequence for Visual Arts

	<ol style="list-style-type: none"> 2. validating the thoughts, ideas, values, and feelings of other artists when they share their opinions of artwork 3. identifying how specific elements of art have been used in a variety of art pieces 4. comparing and contrasting works of art 5. reflecting on their own experiences of making art 6. describing general characteristics of works of art
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Skills (Students will be able to...)

- Use basic art vocabulary to describe works of art.
- Examine culturally and historically diverse works of art.
- Communicate opinion regarding visual art based on observation.
- Communicate responses to works of art.
- Recognize that artists express thoughts, ideas, values and feelings in visual art.
- Identify art elements and basic design principles in a work of art.
- Explain how art elements and basic design principles are used in works of art.
- Identify the main subject or theme in works of art
- Identify the art elements and examine how they were used
- Reflect on art-making experiences
- Compare and contrast works of art
- Describe the general characteristics of works of art

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Student portfolio ● Rubric based projects ● Verbal Discussions ● Teacher observations ● Written short answer assessments ● Repeat verbal directions back ● Sketchbook notes ● Sketchbook drawings ● Rough draft drawings <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric based final projects for each unit ● Observation of student application of skills ● Completion of individual assignments and projects ● Participation in activities ● Time on task <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● rough drafts for each project ● Rubric based final project for each unit ● Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Homework - extended drawing at home ● Presentations ● Quick response chalkboards 	<p>Special Education</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> ● Preview content and concepts ● Behavior management plan ● Highlight text ● Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> ● Alternative formative and summative assessments ● Guided Reading ● Personal agendas ● Project-based learning ● Problem-based learning ● Stations/centers ● Tiered activities/assignments ● Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> ● Clubbing activities ● Exploration by interest ● Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Unit 1: Curriculum for ELL ● Subgroup Accommodations and Modifications

Grade 3 Scope and Sequence for Visual Arts

<ul style="list-style-type: none"> Verbal and written Critiques 	<ul style="list-style-type: none"> Multi-language glossary Pupil edition in Spanish Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> New Jersey Visual Arts State Standards Art Educators of New Jersey Association <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> theartofeducation.org - The Art of Education www.nga.gov - National Gallery of Art artsandculture.google.com - Google Arts and Culture 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> ArtSedge: https://artsedge.kennedy-center.org/educators.aspx www.nga.gov/kids www.crayola.com Googleartproject.com Scholastic Art Magazine Google Classroom Google forms Youtube.com Newsela Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Step by step tutorial videos Step by step visual examples <p>Intervention Resources:</p> <ul style="list-style-type: none"> Resource manual for Intervention and Referral Services Hand grips Various sized drawing tools Various sized paintbrushes

Grade 3 Scope and Sequence for Visual Arts

	<ul style="list-style-type: none"> • Visual examples of completed projects • Light-boxes • Tracing paper and graphite transfer paper • Tracing templates • Manipulatives • Stencils
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<ul style="list-style-type: none"> • Laptop • Projector • Use of various websites and internet based resources • Use of various creative computer softwares
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<p><i>See example.</i></p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Business • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspectives</p>
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)