

Teacher: core art Grade 3
Course: Art Grade 3

S Art and Social Justice

e Essential Questions

p Can Art be an Agent for Social Change?

t

e

m

b

e

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Essential Questions

O Dia De Los Muertos

c Essential Questions

t What can art tell us about about different cultures?

o

b

e

r

Essential Questions

Art and Social Justice

Essential Questions

Can art be an agent for social change?

Contour Line Drawing

Essential Questions

Can you use a variety of materials.

N Nature and Art

o Essential Questions

v How can we show texture in a drawing or painting?

e

m

b What is a landscape?

e

r

Nature Collage

Essential Questions

Can you use a variety of materials?

What are the art elements?

Essential Questions

D Printmaking

e Essential Questions

c What is a print?

e

m

b

e

r

J Printmaking

a Essential Questions

n What are the elements of art?

u

a

r

y

F painted collage

e Essential Questions

b What can art tell us about different cultures?

r

u

a

r

y

M Sculpture

a Essential Questions

r What is the difference between 2 dimensional and 3 dimensional art?

c

h

A Origami

p Essential Questions

r Can Art tell a story?

i

l How can we use math in art

M PSE&G poster contest

a Essential Questions

y What art elements and design principles are utilized in an effective poster?

J

u Essential Questions

n

e

Year: 2017-2018
Month: All Months

Content

pinwheel construction

How to visualize Peace as an image

Definition of an art installation

Global art installation participation

Content

Content

The history and customs of Dia de Los Muertos.

anatomy of human bone structure.

How do draw a skeleton.

How to construct an articulated puppet

Content

Content

definition of a bully

How to make an effective poster

Content

contour line drawing.

drawing from direct observation.

How to use chalk pastels.

Content

direct observation drawing from nature

tissue paper with brushed glue technique

Warm and cool color combinations

watercolor painting

Artist Wolf Kahn

horizon line, foreground. background in a landscape.

collage techniques, brushing glue, using a glue stick

proper use of shadow to create depth of field.

rubric assessments

Content

Drawing from direct observation

How to use tissue paper and glue

Art element warm and cool color.

Content

Content

history of American printing in the 19th century

foam plate printing technique

winter as a theme.

Vocabulary associated with printing process. Printing plate, brayer, ink, pulling a print

Content

The prints of Jim Dine

positive/negative space

pattern

line

printmaking

shape

printing multiples

Content

Chinese New Year celebrations

How to draw a animal from the Chinese horoscope calendar

How to use tempera paint

collage

Content

what is sculpture

how to model clay

how to make a small animal sculpture

Content

folding an origami dog and cat model

following origami diagrams

how to use an origami model in a narrative artwork

using a variety of art materials and processes

Content

community service

art elements design principles

Effective use of paper

how to make ideas visual

Content

Skills	Assessments
Students will be able to follow directions to make a pinwheel	Pinwheels for Peace Formative: View for Understanding Summative: Completed Pinwheel

Students will be able to visually express the concept of "World Peace"

Students will work together in a global art installation.

Students will recognize September 21st as International World Peace Day.

Skills	Assessments
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Skills	Assessments
Students will be able to describe the Mexican holiday of Dia De Los Muertos (Day of the Dead).	Dia Des Los Muertos Formative View for Understanding Summative: Completed project
Students will be able to draw the major bones of a skeleton.	Benchmark Assessment 10/29/2016

Students will be able to cut out and assemble skeleton bones to make an articulated puppet.

Students will add decorative elements such as hats to their skeleton.

Skills

Assessments

Skills

Assessments

Students will be able to define a bully

Anti Bullying Poster Formative: View for Understanding Summative: Completed poster

Students will be able to name things that could be used as weapons.

Students will be able to design an effective poster against bullying with a weapon.

Students will demonstrate proper use of a variety of art materials(permanent marker, markers, crayons).

Skills

Assessments

Students will be able to describe a contour line drawing.

Students will practice both contour and blind contour drawings.

Students will demonstrate how to use pastel chalk.

Students will be able to draw an pumpkin through direct observation

Skills

Assessments

Students will be able to identify warm/cool colors

Formative View for Understanding
Summative: completed projects

Students will demonstrate drawing from direct observation

Students will demonstrate brush gluing technique

Students will demonstrate watercolor wash technique

Students will be able to identify and critique the landscape paintings of
Wolf Kahn

Students will be able to identify horizon line, foreground and
background in a landscape

Students will demonstrate depth of field techniques. Objects in the
background get smaller. Objects in the foreground are larger
Students will use a variety of materials in a safe and appropriate manner

Students will paint shadow to show depth of field.

Students will make a picture of fall leaves

Students will create a collage of winter trees

Students will be able to complete an evaluative rubric

Skills

Assessments

Students will be able to draw a contour line leaf from direct
observation.

Formative View for Understanding
Summative Completed projects

Students will be able to use tissue paper and glue in a collage process

Students will be able to name the warm and cool colors.

Students will demonstrate correct use of watercolor paint.

Skills

Assessments

Skills	Assessments
Students will be able to identify a print from Currier and Ives	Formative View for Understanding Summative Completed print
Students will demonstrate planning through drawing a rough sketch	
Students will demonstrate foam plate etching skill	
Students will demonstrate how to print from a foam plate	
Students will be able to identify tools and processes of printmaking	

Skills	Assessments
Students will be able to identify the print work of Jim Dine	Formative View for Understanding Summative: completed project
Students will be able to demonstrate positive and negative space in a print design	
Students will demonstrate shape and line in a print design	
Students will demonstrate how to make a print using foam and printmaking tools	
Students will make 3 prints using the same printing plate.	
Students will complete multiple series by mounting onto construction paper.	

Skills	Assessments
Students will be able to describe how New Year in China is observed	Chinese New Year Formative: View for Understanding Summative: Completed

Students will recognize 2018 as Year of the Dog

collage

Students will paint a background paper.

Students will cut shapes from neutral paper to assemble a Dog on their background.

Students will use oil pastel to add details

Skills	Assessments
students will be able to describe the difference between 2 dimensional and 3 dimensional art	Formative: View for Understanding
students will use a plastic knife as a modeling tool	Summative Completed sculpture

Students will create a small animal sculpture from clay

Students will finish sculpture by using tempera paint and markers

Skills	Assessments
students will be able to interpret origami diagrams for folding	Origami Picture Formative: View for Understanding
	Summative: completed origami with background drawing
	Benchmark Assessment 4/28/2017

students will be able to fold an origami dog and cat

Students will use origami models to create a narrative art work with dog and cat as the theme.

Students will use a variety of art materials to add features and background to their pictures.

Skills

Assessments

Formative View for Understanding
Summative: Completed poster

Students will brainstorm to get idea's for annual poster theme

Students will use design principles to create a visual depiction of their brainstormed ideas.
Students will create an effective poster for the annual PSE&G contest

Skills

Assessments

Lessons	Resources	Standards
	paper straws paperclips	1.2.5.A.1-Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

Lessons	Resources	Standards
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Lessons	Resources	Standards
	paper oil pastel fasteners markers	1.2.5.A.1-Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 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. 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. 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.

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, historical context).

Lessons	Resources	Standards
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Lessons	Resources	Standards
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paper art supplies of choice		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. 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. 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. 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, historical context). 1.4.5.B.4-Define technical proficiency, using the elements of the arts and principles of design.
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Lessons	Resources	Standards
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paper pencil chalk pastel		1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. 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. 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. 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.
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Lessons	Resources	Standards
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<p>paper glue scissors watercolor paint</p>	<p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design.</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> <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.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>1.4.5.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.</p> <p>1.4.5.B.2-Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>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.</p> <p>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.</p>
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Lessons	Resources	Standards
	<p>paper glue watercolor paint scissors</p>	<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.3-Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective 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>

Lessons	Resources	Standards
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Lessons	Resources	Standards
	foam paper ink brayer	<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> <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.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>

Lessons	Resources	Standards
	foam paper ink brayer Jim Dine reproduction	<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> <p>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.</p> <p>1.4.5.B.4-Define technical proficiency, using the elements of the arts and principles of design.</p>

Lessons	Resources	Standards
	paper tempera	1.2.5.A.1-Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

paint

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.

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.

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.

Lessons	Resources	Standards
	modeling clay	<p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <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/nonobjective 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>

Lessons	Resources	Standards
	paper markers	<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.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>

Lessons	Resources	Standards
	paper art supplis of choice	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
		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
Lessons	Resources	Standards

Special Education Differentiation (for all units)	ELL (for all units)
Modify and accommodate as listed in student's IEP or 504 plan	Provide English/Spanish dictionary for use
Communicate directions clearly and concisely and repeat, reword, modify as necessary Utilize open-ended questioning techniques	Learn/Utilize/Display some words in the students' native language Utilize formative assessments to drive student instruction
Chunk tasks into smaller components	Establish a consistent and daily routine
Provide step-by-step instructions	
Model and use visuals as often as possible	
Create rubrics/allow students to assist with task, so that all are aware of expectations	
Create modified assessments	
Provide individualized assistance as necessary	
Allow for group work (strategically selected) and collaboration as necessary	
Utilize assistive technology as appropriate	
Provide meaningful feedback and utilize teachable moments	
Utilize auditory reminders as deemed necessary	
Establish a consistent and daily routine	

At Risk (for all units)

Make modifications to instructional plans based on I&RS plans

Develop a record system to encourage good behavior and completion of work

Establish a consistent and daily routine

Gifted and Talented (for all units)

Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge

