

**Quinton Township School District
Art Grade 3
Pacing Chart/Curriculum MAP**

Marking Period:	1	Unit Title:	How artists work in the studio.	Pacing:	10 weeks
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Unit Summary: Studio center procedures review, Studio Habits of Mind, how artists get ideas.

Objectives:

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

Week 2 SWBAT create a drawing or collage on a completed sketchbook.

Week 3 SWBAT identify Develop Craft as a Studio Habit of Mind. Make a plan in their sketchbooks.

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

Week 5 SWBAT identify 4 drawing strategies: observation, imagination, memory, making marks and experimenting

Week 6 SWBAT identify studio habit Envision by planning and creating art work of choice. Demonstrate correct procedures in studio center of choice

Week 7 SWBAT Create art work of choice based on observation or imagination: seasonal themes (fall, halloween, Day of the Dead, pumpkins, leaves)

Week 8 SWBAT demonstrate collage center skill by cutting a symmetrical shapes and use it in a collage.

Week 9 SWBAT use mixed media techniques to create a collage with mixed media

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

Essential Questions: Where do artists get ideas? How do artists plan their work? How do artists reflect on their work?

Common Core State Standards/Learning Targets: 1.5.5.Cr1 1.5.5.Cr2 1.5.5.Re7 **8.1**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1 Students review art center procedures with teacher. Fold signatures for a sketchbook</p> <p>Week 2. Complete sketchbooks. Students use drawing center or collage center to personalize their art sketchbook</p> <p>Week 3. Students plan a drawing or collage of choice, gather materials and create art work.</p> <p>Week 4 Students continue their art work of choice and learn how to use the studio tracker.</p> <p>Week 5 Students learn to distinguish through analyzing reproductions the drawing practices: observation, imagination, memory and markmaking.</p> <p>Week 6 Students Envision by planning in their sketchbooks and creating work in a center of choice.</p>	<p>Teacher demonstration teacher, made signage</p> <p>Teacher demonstration</p> <p>Video How artists use sketchbooks.</p> <p>Teacher made studio tracker</p> <p>Art reproductions in each area: Imaginary Miro, Observation, Theibauld, Memory Garcia Lomas, markmaking, Basquiet</p> <p>Teacher made signage. Demonstration of drawing supplies color pencil blending</p>	<p>paper, tag board, stapler</p> <p>assorted papers, glue, scissors, color pencils, markers</p> <p>Art reproductions digital or printed</p> <p>drawing supplies collage supplies</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

<p>Week 7. Students brainstorm themes which could include seasonal themes related to autumn. Plan a themed picture</p> <p>Week 8 Students continue to work on autumn themed art work. Demonstrate how to cut a symmetrical shape from paper.</p> <p>Week 9 Students create a mixed media collage using symmetry and mixed media</p> <p>Week 10 Students select art work to share with peers in an informal “gallery walk”</p>	<p>Seasonal items from nature, leaves, pumpkins, apples, Oil pastel blending demonstration</p> <p>Teacher demonstration</p> <p>Teacher demonstration</p>	<p>oil pastels</p> <p>construction paper, scissors</p> <p>Papers, glue, gel markers, color pencils, construction paper crayons</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

Suggested activities to assess student progress: View for Understanding review of the studio tracker

Final Assessment/Benchmark/Project: Completed artwork for gallery walk, sketchbook check

Suggested skills to be assessed: *Following procedures, cutting, gluing, planning evidence in the sketchbook.*

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people,

<p>instructional texts.</p> <ul style="list-style-type: none"> ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Establish a consistent and daily routine 			<p>societal institutions, nature and culture.</p> <ul style="list-style-type: none"> ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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**Quinton Township School District
Art Grade 3
Pacing Chart/Curriculum MAP**

Marking Period:	2	Unit Title:	3D paper cardboard and printmaking	Pacing:	10 weeks
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Unit Summary: Introduction to origami, cardboard attachments, building with keva planks, printmaking center

Objectives:

- Week 1** SWBAT fold several simple origami models and will demonstrate how to use the origami center.
- Week 2** SWBAT continue to practice origami models using the digital art choice board for reference
- Week 3** SWBAT locate the printmaking center and demonstrate how to make a foam and marker print.
- Week 4** SWBAT gather supplies from the printmaking center and create a print using foam and water based ink.
- Week 5** SWBAT create a print on a winter holiday theme
- Week 6** SWBAT create a monoprinted paper
- Week 7** SWBAT demonstrate oil pastel printmaking identify Jim Dine as an important printmaker.
- Week 8** SWBAT demonstrate cardboard attachment hinge and brass fasteners
- Week 9** SWBAT create a cardboard sculpture with moveable parts
- Week 10** SWBAT participate in self directed building challenges using the keva planks

Essential Questions: What materials and processes can artists use to make 3 D art? How do artists make prints? How do artist use technology to create art?

<p>Week 7 Students practice oil pastel printing</p> <p>Week 8 Students demonstrate attaching cardboard with brass fasteners. Create a simple moving cardboard sculpture</p> <p>Week 9 Students continue to work on moving cardboard sculpture.</p> <p>Week 10 Students work in block center and use keva planks to work on collaborative building challenges.</p>	<p>Video on printmaker Jim Dine</p> <p>Teacher demonstration or video</p> <p>Keva plank challenge cards</p>	<p>oil pastels, paper</p> <p>Cardboard, brass fasteners, scissors</p> <p>keva planks</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Completed printed images successful cardboard and brass fastener sculpture completed keva challenge</p>

Suggested skills to be assessed: *printmaking various methods, cardboard attachment techniques, building spatial awareness using building blocks/planks*

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated

<p>point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			<p>Mathematics 7 (7th grade) and Algebra 1 (8th grade).</p>
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**Quinton Township School District
Art Grade 3
Pacing Chart/Curriculum MAP**

Marking Period:	3	Unit Title:	painting weaving sewing	Pacing:	10 weeks
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Unit Summary: Painting with liquid tempera paint, weaving, sewing

Objectives

Week 1. SWBAT demonstrate painting center procedures. Create painted papers

Week 2 SWBAT use a variety of tools to create painted textures

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

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

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

Week 6 SWBAT demonstrate threading the needle, practice running stitches

Week 7 SWBAT sew a simple shape onto burlap

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

Week 9 SWBAT weave a small piece of cloth and be able to tie on new yarn

Week 10 SWBAT choose a center and demonstrate Studio Habit Engage and Persist by completing a previously unfinished art work.

Essential Questions What are fiber arts? Who are some important fiber artists? What can artists do with tempera paint? How do

<p>Week 6. Students practice threading needles, tying knots, and practice running stitches.</p> <p>Week 7 Students sew a simple shape into burlap (heart, letter, star, pattern)</p> <p>Week 8 Review of weaving center procedures Students warp a small cardboard loom.</p> <p>Week 9 Weaving a small cloth. demonstrate how to tie on a new piece of yarn</p> <p>Week 10 Students choose a project that is unfinished and class discussion on Engage and Persist. Finished students work in Sketchbook.</p>	<p>Video on knot tying, running stitch for beginners</p> <p>Teacher demonstration</p> <p>Video on how to warp a cardboard loom.</p> <p>Teacher made signs on Studio Habit Engage and Persist.</p>	<p>Burlap, needle, hemp thread</p> <p>Cardboard looms, yarn, plastic weaving needles.</p>	
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Formative Assessment Plan	Summative Assessment Plan
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Suggested activities to assess student progress:
Formative View for Understanding

Suggested skills to be assessed: *correct use of tools, following directions, knot tying, engaging and persisting*

Differentiation

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**Quinton Township School District
Art Grade 3
Pacing Chart/Curriculum MAP**

Marking Period:	4	Unit Title:	Working in Centers. Creating art with a message.	Pacing:	10 weeks
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Unit Summary: Students work in centers of choice to make meaningful work. Revise and reflect on their art.
Create a poster for the annual PSE&G contest

Objectives

Week 1 SWBAT work in groups to brainstorm ideas for the annual poster contest

Week 2 SWBAT demonstrate studio habit Envision to draw a rough draft for a poster on a yearly theme

Week 3. SWBAT demonstrate studio habit Engage and Persist and drawing materials of choice to create a poster with a yearly theme.

Week 4 SWBAT demonstrate studio habit Stretch and Explore by combining recycled artwork and other recycled materials to make something new

Week 5 SWBAT use non traditional art materials, recycled materials, or things found in nature to create art work.

Week 6 SWBAT demonstrate studio habit Observe by creating a drawing from observation.

Week 7 SWBAT refine and revise chosen artwork to prepare for the end of year in class gallery walk.

Week 8 SWBAT demonstrate studio habit Reflect on one or more of their artworks by writing an artist's statement in their sketchbooks

Week 9. SWBAT matt art work and organize work for peer critique and or gallery walk

Week 10 SWBAT participate in the end of year classroom art display.

Essential Questions: How do artists use the Studio Habits of Mind? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.5.Cr1 1.5.5.Cr2 1.5.5.Pr5 1.5.5.Cn11 8.1

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1 Students brainstorm ideas for annual poster contest and start rough draft</p> <p>Week 2 Students complete work on a rough draft of the poster for PSEG. Begin final poster</p> <p>Week 3 Students work on final draft of PSE&G poster</p> <p>Week 4 Students use previously made work and other recycled materials to create a mixed media art work</p> <p>Week 5 Students create using things found in nature.</p> <p>Week 6 Students draw natural or invented objects using observational techniques such as contour line drawing</p>	<p>Fact sheet from PSEG containing topic for the poster</p> <p>Video of artists who use recycled materials to create art</p> <p>Video and reproductions of land artist Andrew Goldsworthy</p> <p>Video on observational drawing</p>	<p>paper pencils</p> <p>Paper, color pencils, markers, crayon</p> <p>recycled materials including recycled artwork.</p> <p>leaves flowers, small sticks, pebbles, camera</p> <p>sketchbooks, pencils</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

<p>Week 7 Students pick previously created artwork and revise or refine it</p>	<p>Teacher demonstration</p>	<p>previously made art work</p>	
<p>Week 8 Students choose 1 or more of the art works and write a artists statement</p>	<p>Handout on reflection questions</p>	<p>sketchbook pencils</p>	
<p>Week 9 Students organize artwork into a portfolio and choose 2 or more to matt for an informal gallery walk.</p>		<p>Construction paper, staples small labels</p>	
<p>Week 10 Students participate in informal classroom gallery walk</p>	<p>Teacher demonstration</p>		

<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Formative View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: matted artwork of choice, artist's statement complete, completed poster Suggested skills to be assessed: <i>organizational skills, sketchbook reflection</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<p>to listen to oral recorded reading.</p> <ul style="list-style-type: none">● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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