

Third Grade Art

Unit Title: Color - Third Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

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.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

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 an environment or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

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

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

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.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Third Grade Art

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

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 change.

NJSLS for Visual and Performing Arts - Media Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Cr1e: Model ideas and plans in an effective direction.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations

1.2.5.Cr2b: Model ideas, plan in an effective direction.

Anchor Standard 3: Refining and completing products.

Performance Expectations

1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Performance Expectations

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations

1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations

1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations

1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Third Grade Art

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations

1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

NJSLS - 9.1 Personal and Financial Literacy

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.1:** Illustrate the impact of financial traits on financial decisions.

Learning Opportunities/Strategies:

**create gratitude cards, offer comfort cards, participate in community artwork, organize art donations, practice art cleanup jobs.*

NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.
- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Learning Opportunities/Strategies:

**create future career self-portrait, compare different art careers, explore different art fields.*

NJSLS - 9.4 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.
- **9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.DC.1:** Explain the need for and use of copyrights.
- **9.4.5.DC.3:** Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Learning Opportunities/Strategies:

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

Third Grade Art

Central Idea / Enduring Understanding:

- Color is an element of art
- Colors can be mixed
- Colors can be dark and light
- Colors can be primary: red, yellow, blue
- Colors can be secondary: orange, green, violet
- Colors can be organized into warm and cool
- Repeated colors can create pattern
- Colors can create unity as well as contrast
- Colors help achieve balance in composition
- Colors can express emotions, feelings, and moods
- Colors can be Tints or Shades
- Colors can be Complimentary
- Combining Primary Colors makes Black
- White is the absence of Color
- Chroma or Intensity are the Brightness of a color

Essential/Guiding Question:

- What is color?
- Where do you see colors?
- How do artists use colors in their artwork?
- How can you use colors to make art?
- Can color express feelings and moods?
- Can colors be mixed?
- What are the primary colors?
- What are the secondary colors?
- What are the warm colors?
- What are the cool colors?
- How do you use balance in color?
- How do you use pattern in color?
- How do you use unity with color?
- How can we create contrast with color?
- What is a Tint
- What is a Shade
- What is a complementary Color
- Is White a color?
- What Color is the combination of all colors?

Content:

Color variety:

- Primary colors
- Secondary colors
- Bright
- Dull
- Light
- Dark
- Layered
- Blended
- Warm
- Cool
- Tint
- Shade
- White
- Black
- Complementary
- Chroma and Intensity

Skills(Objectives):

Students will be able to:

- Demonstrate relationships of various colors in artwork
- Analyze the use of color in artwork from different cultures and eras
- Use white and other colors to create Tints
- Use black and other colors to create Shades
- Use complementary color schemes in making art
- Create light and dark colors but without affecting change in intensity
- Be inspired by other artists and their work
- Create artwork using a variety of colors
- Use the element of color to create balance, pattern, unity and contrast
- Use color to express emotion in artworks

Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

NJSLS Standards for Mathematical Practice

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.
- **7.** - Look for and make use of structure.

NJSLS Science

- **3-5-ETS1-2.** - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

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- **SL.UM.3.5** - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
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Third Grade Art

NJSLS Social Studies

- **6.1.5 History SE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Stage 2: Assessment Evidence

Performance Task(s):

Project based assessments

Other Evidence:

- Teacher observation
- Teacher-student conference
- Student observation checklist
- Turn and talk
- Peer assessment
- Peer feedback
- Art critique
- Student self-assessment
- Exit slips

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Learning about color:

- Review of the primary, secondary colors warm and cool colors
- Discussion of Tints and Shades
- Work with color wheel to understand Complementary colors

1.2 Painting:

- Refer to color wheel as necessary
- Experiences in tints and shades
- Applying experiences in color mixing to various painting themes
- Using complementary color schemes in painting
- Use color contrast in painting

1.3 Color Application:

- Study different artwork from diverse cultures and historical periods indicating the use of colors
- Note how different artists use color differently
- Focus on projects using paint, colored pencil and marker as well as layering other materials such as tissue paper
- Creation of mixed media works of art such as Crayon resist

1.4 Expressing Feelings:

- Review how colors can express feelings
- Explore symbolism of colors that may express emotions happy, sad, anger, or more complicated themes
- Investigate and learn about how artists use color to express their emotions

Suggested Resources:

1.1

- Paper, paint, markers, crayons, printmaking, tempera paint
- art prints
- references/Internet/movies
- art tools
- PowerPoint presentation
- Smart Board
- color wheel

1.2

- Tempera paint, watercolor paint, marker, crayons, colored pencils
- art prints
- references/Internet/movies
- art tools
- PowerPoint presentation
- Smart Board
- color wheel

1.3

- Watercolor paint, tempera paint, markers, crayons, colored pencils, pastels, watercolor crayons, construction paper, colored tissue paper
- art prints
- references/Internet/movies
- art tools
- PowerPoint presentation
- Smart Board
- color wheel

1.4

- Markers, crayons, paint, watercolor paint, tempera paint, construction paper
- art prints
- references/Internet/movies
- art tools
- PowerPoint presentation
- Smart Board

Third Grade Art

<ul style="list-style-type: none"> Using a variety of color materials, create artwork that expresses certain emotions <p>1.5 Patterns:</p> <ul style="list-style-type: none"> Review repetition of color to create pattern Pattern is a principle of design used in art to create variety Observe patterns made with colors that are found in nature and man-made world Using color as the basis for patterns, create work that emphasizes pattern <p>1.6 Abstract Art:</p> <ul style="list-style-type: none"> Review abstract and non-objective art that also uses color Create artwork that is abstract or non-objective using colors that are primary, secondary as well as tints and shades <p>1.7 Color Unity:</p> <ul style="list-style-type: none"> Review that unity is a principle of art Create a unified work of art through the use of color Discuss color relationships that may clash Discuss colors effective color schemes 	<ul style="list-style-type: none"> color wheel <p>1.5</p> <ul style="list-style-type: none"> Markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint art prints references/Internet/movies art tools PowerPoint presentation Smart Board color wheel <p>1.6</p> <ul style="list-style-type: none"> Paper, paint, markers, crayons, printmaking, construction paper, printmaking art prints references/Internet/movies art tools PowerPoint presentation Smart Board color wheel <p>1.7</p> <ul style="list-style-type: none"> Paper, paint, markers, crayons, printmaking, construction paper, printmaking art prints references/Internet/movies art tools PowerPoint presentation Smart Board color wheel
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time

Third Grade Art

			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

[Unit Title:](#) Line - Third Grade

Stage 1: Desired Results

[Standards & Indicators:](#)

NJSLS - Visual and Performing Arts

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Third Grade Art

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Learning Opportunities/Strategies:

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Learning Opportunities/Strategies:

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

Third Grade Art

Central Idea / Enduring Understanding:

- Line is an element of art
- Line is the path of a moving point through space
- Lines have width and length
- There are various types of lines
- Lines are used to outline and define shapes
- Lines are used to create other elements and principles of art - shape, pattern, texture, and visual movement
- Lines can be used to accent and create emphasis
- Lines can create Fractals

Essential/Guiding Question:

- What is a line?
- Where do you see lines?
- Are lines found in nature?
- How do artists use lines in their artwork?
- How can you use lines to make art?
- Can lines create shapes?
- What happens when you repeat lines?
- How are lines used to create texture?
- How are lines used to create movement?
- How are lines used to create pattern?
- What is a Contour line?
- Why would you create broken lines?
- What is a Fractal?

Content:

Line variety:

- Straight
- Curved
- Zig zag
- Wavy
- Diagonal
- Dotted
- Squiggly
- Square
- Continuous
- Thick
- Thin
- Long
- Short
- Wide
- Using a straightedge or ruler to make a line
- Contour lines
- Broken lines
- Fractal

Skills(Objectives):

Students will be able to:

- recognize a variety of lines
- demonstrate an understanding of lines in artwork
- analyze the use of lines in artwork from different cultures and eras
- be inspired by other artists and their work
- create artwork using a variety of lines
- distinguish line application to create art
- use the element of line to create other art elements and principles - shapes, textures, patterns and visual movement
- recognize that shape is created by a closed line
- recognize that pattern is a repetition of lines
- recognize that texture is the way something feels and can be created by the use of lines
- recognize movement can be created by line variety
- use lines as expression
- create contour lines
- Use Broken lines
- Recognize Fractals

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NJSLS Social Studies

Third Grade Art

- **6.1.5 History SE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Stage 2: Assessment Evidence

Performance Task(s):

Project based assessments

Other Evidence:

- teacher observation
- teacher-student conference
- student observation checklist
- turn and talk
- peer assessment
- peer feedback
- art critique
- student self-assessment
- exit slips

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Reviewing lines:

- Apply previously learned types of lines
- Compare and contrast a variety of lines
- Observe how artists use line in their work with various art media
- Explore various art materials to make lines
- Recognize how implied lines create texture
- Recognize how lines can create movement
- Recognize how lines can create pattern

1.2 Drawing:

- Apply contour lines for drawing
- Explore the use of Broken line in contour
- Use Contour to create Emphasis
- Use thick and thin lines in contour to show weight
- Apply different types of lines in drawing from the imagination, using various drawing media

1.3 Painting:

- Begin paintings using line
- Use line to create shape
- Use line to create implied form
- Create non-objective paintings beginning with line, using inspiration from Art History references

1.4 Texture:

- Learn and/or review texture both actual and implied
- Explore different textures in nature and man-made world
- Analyze textures and recreate them in art
- Recognize how is texture represented on a flat surface through mark-making
- Use lines to create implied texture in drawing and/or painting

1.5 Patterns using line:

- Review that repetition of lines creates pattern
- Review that pattern is a principle of design used in art to create variety

Suggested Resources:

1.1

- Pencils, crayons, markers, watercolor crayons, oil pastels, soft pastels, paper, paint, sculpture materials
- Art prints
- References/Internet/movies
- PowerPoint presentation
- Smart Board

1.2

- Pencils, crayons, markers, watercolor crayons, oil pastels, soft pastels, paper
- Art prints
- References/Internet/movies
- PowerPoint presentation
- Smart Board

1.3

- Tempera paint, watercolor, paper
- Art History reference materials
- Art prints
- References/Internet/movies
- PowerPoint presentation
- Smart Board

1.4

- Pencils, crayons, markers, paint, scratch art, paper
- Art prints
- References/Internet/movies
- PowerPoint presentation
- Smart Board

1.5

- Markers, crayons, paint, watercolor paint, tempera paint, construction paper
- Art prints

Third Grade Art

- Observe patterns found in nature and man-made world
- Analyze the use of line pattern by different artists
- Draw patterns with line using various art media to create visual designs
- Discuss the difference between Pattern and Rhythm

1.6 Non-objective lines:

- Discuss how abstract and non-objective art can convey a mood or feeling
- Study the use of line in abstract artwork from different cultures and historical periods
- Create artwork that expresses a mood using line variety in drawing and painting

1.7 Movement using line:

- Review that direction, repetition and placement creates visual movement
- Using varied types of lines to create movement
- Using Art History references and design references, observe and discuss how line can be used to create movement
- Using line and color, create artworks that demonstrate visual movement
- Understand that directional line may be implied and suggested by composition and not actually drawn in the artwork

- References/Internet/movies
- PowerPoint presentation
- Smart Board

1.6

- Pencils, markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper
- Art prints
- References/Internet/movies
- PowerPoint presentation
- Smart Board

1.7

- Markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper
- Art prints
- References/Internet/movies
- PowerPoint presentation
- Smart Board

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting

Third Grade Art

			Guided step-by-step Instructions
			Templates

[Unit Title:](#) Shape - Third Grade

Stage 1: Desired Results

[Standards & Indicators:](#)

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

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.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

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 an environment or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

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

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

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.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, context, subject, and visual elements.

Third Grade Art

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

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 change.

NJSLS for Visual and Performing Arts - Media Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Cr1e: Model ideas and plans in an effective direction.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations

1.2.5.Cr2b: Model ideas, plan in an effective direction.

Anchor Standard 3: Refining and completing products.

Performance Expectations

1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Performance Expectations

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations

1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations

1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations

1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations

Third Grade Art

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations

1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

NJSLS - 9.1 Personal and Financial Literacy

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.1:** Illustrate the impact of financial traits on financial decisions.

Learning Opportunities/Strategies:

**create gratitude cards, offer comfort cards, participate in community artwork, organize art donations, practice art cleanup jobs.*

NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.
- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Learning Opportunities/Strategies:

**create future career self-portrait, compare different art careers, explore different art fields.*

NJSLS - 9.4 Life Literacies and Key Skills

- **9.4.5.Cl.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.Cl.4:** Research the development process of a product and identify the role of failure as a part of the creative process.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.DC.1:** Explain the need for and use of copyrights.
- **9.4.5.DC.3:** Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Learning Opportunities/Strategies:

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

Third Grade Art

<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Shapes can be made by using line when drawing • A shape is an area bounded by an edge • Shape is an element of art • A shape has two dimensions: length and width (2D) • Shapes can create symmetry and asymmetry • Shapes can create pattern when repeated • Shapes are either geometric or organic (natural) • The size and placement of shapes can create foreground, middle and background • Shapes can be concave or convex • Overlap of shapes show depth • Fractals can be formed from shapes • There are both Negative and Positive Shapes • There is negative Space 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What is the definition of a shape? • What are the names of geometric shapes? • What is an organic shape? • Where do you see shapes in your environment? • How do artists use shapes in their artwork? • What are some ideas that you have about using shapes in your artwork? • What do you create when you repeat shapes? • What is symmetry and what is asymmetry? • What is convex • What is concave • Where might you find fractals in nature • What is negative shape • What is negative space
<p><u>Content:</u></p> <p>Shape variety:</p> <ul style="list-style-type: none"> • Geometric/regular (man made - square, triangle, oval, circle, rectangle, trapezoid, rhombus, etc.) • Organic/abstract/irregular (nature made) • Closed • Symmetrical • Asymmetrical • Large, small, medium as they relate to each other and to the support on which they are placed create depth in a work of art • Convex • Concave • Fractal • Negative Shape • Negative Space 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • SWBAT recognize a variety of shapes • SWBAT create artworks using a variety of shapes • SWBAT use the element of shape to create pattern, symmetry and asymmetry • SWBAT be inspired by other artists and their work • SWBAT use shapes in relation to each other - space and contrast • SWBAT analyze the use of shapes in artworks from different cultures and eras • SWBAT recognize and produce concave and convex shapes • SWBAT recognize Fractals • SWBAT recognize negative space and negative shape
<p><u>Interdisciplinary Connections</u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><u>NJSLS Standards for Mathematical Practice</u></p> <ul style="list-style-type: none"> • 4. - Model with mathematics. • 5. - Use appropriate tools strategically. • 6. - Attend to precision. • 7. - Look for and make use of structure. <p><u>NJSLS Science</u></p> <ul style="list-style-type: none"> • 3-5-ETS1-2. - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. <p><u>NJSLS ELA</u></p> <ul style="list-style-type: none"> • SL.UM.3.5 - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. • W.SE.3.6. - Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic. • RI.MF.3.6. - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <p><u>NJSLS Social Studies</u></p> <ul style="list-style-type: none"> • 6.1.5 History SE.2 - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity. 	
<h3 style="text-align: center;">Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Project based assessments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Teacher observation

Third Grade Art

- Teacher-student discussions
- Student observation checklist
- Turn and talk
- Peer assessment
- Peer feedback
- Art critique
- Student self-assessment
- Exit slips

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Learning about shape:

- Review and identify previously learned types of shapes
- Identify shapes in the world around us
- Differentiate between shape and form
- Compare and contrast the use of shapes in art
- Review that shapes can create pattern
- Review Organic and Geometric shape
- Discuss Negative shapes and negative space

1.2 Drawing:

- Drawing exploration using geometric and organic shapes
- Using line to create shape
- Drawing from the natural world and the imagination to create stories
- Learn to deconstruct complicated shapes into compound simple shapes

1.3 Painting:

- Create paintings beginning with shape
- Using line to create shape
- Various painting themes presented

1.4 Collage:

- Learn and/or review different types of shapes
- Explore different materials to create shape for collage
- Use geometric and organic shapes to create a collage
- Explore shapes in relationship to each other

1.5 Patterns:

- Review how shapes can create pattern
- Pattern is a principle of design used in art to create variety
- Observe patterns made with shapes that are found in nature and the man made world
- Review the use of shape pattern in math and in art
- Using various materials, include pattern in the development of an artwork
- Explore how pattern is used in crafts

Suggested Resources:

1.1

- Pencil, colored pencil, crayons, markers, watercolor crayons, oil pastels, soft pastels, stencils, paint, sculpture materials
- Art prints
- References/Internet/movies
- Power point presentation
- Smartboard

1.2

- Pencil, colored pencil, crayons, markers, watercolor crayons, oil pastels, soft pastels, stencils
- Art prints
- References/Internet/movies
- Power point presentation
- Smartboard

1.3

- Tempera paint, watercolor paint, markers
- Art prints
- References/Internet/movies
- Power point presentation
- Smartboard

1.4

- Construction paper, printed paper, glue, scissors
- Art prints
- References/Internet/movies
- Power point presentation
- Smartboard

1.5

- Construction paper, printed paper, glue, scissors
- Art prints
- References/Internet/movies
- Power point presentation
- Smartboard

Third Grade Art

<ul style="list-style-type: none"> • Discus of how Rhythm and pattern are different <p><u>1.6 Non-objective shapes:</u></p> <ul style="list-style-type: none"> • Review abstract and non-objective art • Explore non-objective art of the past • Use various methods and materials to develop non-objective art <p><u>1.7 and 1.8 Symmetrical and Asymmetrical Balance:</u></p> <ul style="list-style-type: none"> • Review that balance is a principle of art • Create balanced artworks using repetition of visual shapes • Symmetry can be created by shapes similar in size and the way they are arranged • Explore asymmetrical balance through various art media 	<p><u>1.6</u></p> <ul style="list-style-type: none"> • Markers, crayons, oil pastel, paint, watercolor paint, tempera paint, construction paper, stamps, yarn, • Art prints • References/Internet/movies • Power point presentation • Smartboard <p><u>1.7 and 1.8</u></p> <ul style="list-style-type: none"> • Markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper, printmaking media, glue, scissors
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
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Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

Third Grade Art

Unit Title: Art Elements and Principles of Design - Third Grade

Stage 1: Desired Results

Standards & Indicators:

NJSLS - Visual and Performing Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

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.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations:

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 an environment or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

Performance Expectations:

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

Performance Expectations:

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

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations:

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations:

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

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.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations:

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations:

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Third Grade Art

Performance Expectations:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Performance Expectations:

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 change.

NJSLS for Visual and Performing Arts - Media Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Performance Expectations

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Cr1e: Model ideas and plans in an effective direction.

Anchor Standard 2: Organizing and developing ideas.

Performance Expectations

1.2.5.Cr2b: Model ideas, plan in an effective direction.

Anchor Standard 3: Refining and completing products.

Performance Expectations

1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Performance Expectations

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Performance Expectations

1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.

Anchor Standard 6: Conveying meaning through art.

Performance Expectations

1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Performance Expectations

1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.

Anchor Standard 8: Interpreting intent and meaning.

Performance Expectations

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Anchor Standard 9: Applying criteria to evaluate products.

Performance Expectations

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Third Grade Art

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Performance Expectations

1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

NJSLS - 9.1 Personal and Financial Literacy

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.1:** Illustrate the impact of financial traits on financial decisions.

Learning Opportunities/Strategies:

**create gratitude cards, offer comfort cards, participate in community artwork, organize art donations, practice art cleanup jobs.*

NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.
- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Learning Opportunities/Strategies:

**create future career self-portrait, compare different art careers, explore different art fields.*

NJSLS - 9.4 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.
- **9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.DC.1:** Explain the need for and use of copyrights.
- **9.4.5.DC.3:** Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue.

Learning Opportunities/Strategies:

**implement thumbnail sketch studies, engage in a community project inspired by its culture, collaborate on cultural mural.*

Central Idea / Enduring Understanding:

- Elements of art are building blocks to create visual art
- Principles of design use art element building blocks to create a whole
- Artworks are composed using the elements of art and principles of design

Essential/Guiding Question:

- Review: What are the Elements and Principles of Design?
- How can they be used to convey ideas and feelings?
- What is contrast?
- How can contrast be used with different elements
- How can contrast affect Principles of design

Third Grade Art

<ul style="list-style-type: none"> • Elements and Principals of design overlap and form holistic relationships where one is dependent upon the other • Contrast can be used to enhance a design with Value, Color and Texture 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Repetition of lines, shapes and colors creates visual movement • Review that form is three dimensional • Value is the element of art concerned with lightness or darkness of a color • Space is the way in which an artwork is organized within an area • Balance can be symmetrical and asymmetrical • Unity brings everything together in artwork • Proportion shows the relationships between the sizes of objects in art • How can contrast be used with varying elements 	<p><u>Skills(Objectives):</u> <u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Recognize the basic use of each art element: line, shape, form, color, value, texture, space • Recognize the basic use of each principle of design: pattern, rhythm/movement, proportion/scale, balance, unity, emphasis • Recognize and use Contrast with various elements such as color, value, contrast

Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

NJSLS Standards for Mathematical Practice

- 4. - Model with mathematics.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.
- 7. - Look for and make use of structure.

NJSLS Science

- **3-5-ETS1-2.** - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

NJSLS ELA

- **SL.UM.3.5** - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **W.SE.3.6.** - Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **RI.MF.3.6.** - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

NJSLS Social Studies

- **6.1.5 History SE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Project based assessments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Teacher observation • Teacher-student conference • Student observation checklist • Turn and talk • Peer assessment • Peer feedback • Art critique • Student self-assessment • Exit slips
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Third Grade Art

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1.1 Movement/Rhythm:

- Review Movement; it can be created by repetition and arrangement of art elements (lines, shapes, etc.)
- Create an artwork that shows visual movement through line, shape, or color
- Understand that linear movement can be straight or Curvilinear
- Understand that a line showing movement can be implied with the use of broken line

1.2 Form:

- Form has three dimensions: length, width and depth
- Free-standing sculpture can be seen from all sides
- Relief sculpture protrudes from a flat plane
- Artists use a variety of materials to create sculptural forms
- Create a free-standing or relief sculpture with paper, wire, found objects, clay or paper maché
- Understand that sculpture should be viewed and modified from each possible angle of perspective

1.3 Value:

- Value refers to the darkness and lightness of color
- Artists use value to make artwork look more three dimensional
- Value can be created in drawing media or painting media
- Create an artwork that focuses on value in painting or drawing media
- Create a project that employs the used of contrast in texture

1.4 Space:

- Space refers to the way in which an artwork is organized within an area or to a feeling of depth or three dimensions in an artwork
- Understand terms such as background, middle ground and foreground
- In artwork, the primary objects occupy the positive space while the area around the primary objects is negative space.
- The background is the area around the primary objects.
- Overlapping creates the illusion of space on a two dimensional plane
- Create two dimensional artwork that encompasses the entire space of the support
- Apply the use of balance within both space and negative space

1.5 Balance:

- Understand that balance is a principle of design
- Understand that balance can be symmetrical or asymmetrical

Suggested Resources:

1.1

- Pencils, colored pencils, paint, watercolor
- Art prints
- References/internet/movies
- PowerPoint presentation
- SmartBoard

1.2

- Wire, clay, paper, yarn, found objects, paper maché
- Art prints
- References/internet/movies
- PowerPoint presentation
- SmartBoard

1.3

- Paint, crayons, markers, pencils, colored pencils, pastels, sculptural materials
- Art prints
- References/internet/movies
- PowerPoint presentation
- SmartBoard

1.4

- Pencil, crayons, markers, colored pencils, pastels, paint, sculptural materials
- Art prints
- References/internet/movies
- PowerPoint presentation
- SmartBoard

1.5

- Pencil, crayons, markers, colored pencils, pastels, paint, sculptural materials
- Art prints

Third Grade Art

<ul style="list-style-type: none"> • Create a piece of art that is balanced symmetrically or asymmetrically through the use of drawing, painting or sculpture • Understanding how to Balance Value in composition <p>1.6 Unity:</p> <ul style="list-style-type: none"> • Recognize unity is a principle of design • Recognize unity is achieved by assuring everything belongs together and looks completed in an artwork • Study artists who use unity in their artwork • Create artwork that shows unity through line, color, shape or form • Create and discuss a project that shows unity through a dominant color or color scheme <p>1.7 Proportion/Scale:</p> <ul style="list-style-type: none"> • Proportion and scale are principles of design • Proportion shows the relationship between sizes • Analyze the relationships between certain objects in both two and three dimensional artworks • Proportion and scale can make larger objects appear close • Proportion and scale can make smaller objects appear distant • Create drawing, collage or painting that focuses on working with scale and proportion <p>1.8 Contrast:</p> <ul style="list-style-type: none"> • Understand contrast with complementary colors • Understand contrast with Warm and Cool Colors • Understand Contrast with Value 	<ul style="list-style-type: none"> • References/internet/movies • PowerPoint presentation • SmartBoard <p>1.6</p> <ul style="list-style-type: none"> • Pencil, crayons, markers, colored pencils, pastels, paint, construction paper • Art prints • References/internet/movies • PowerPoint presentation • SmartBoard <p>1.7</p> <ul style="list-style-type: none"> • Pencil, crayons, markers, colored pencils, pastels, paint, construction paper, scissors, glue • Art prints • References/internet/movies • PowerPoint presentation • SmartBoard <p>1.8</p> <ul style="list-style-type: none"> • Pencil, crayons, markers, colored pencils, pastels, paint, construction paper, scissors, glue • Art prints • References/internet/movies • PowerPoint presentation • SmartBoard
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[Differentiation](#) *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload

Third Grade Art

		Extended Time	Extended Time Individual Goal Setting Guided step-by-step Instructions Templates
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3rd Grade Art Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Color	7 days	--
Line	7 days	14 days
Shape	8 days	22 days
Elements and Principles of Design	8 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Art sessions during the course of the year.