Third Grade Second Trimester Art

Content Area: **Fine Arts**
Course(s): **Art Grade 3**
Time Period: **Trimester 2**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Over-all HMHS Art Dept. Vision/ The Haddonfield Public School's visual arts curriculum is designed as a continuum from pre-kindergarten through the twelfth grade building creativity, self-expression, intuitive thought and visual literacy. They seek to offer student sustained practice in problem solving familiarity, encourage risk-taking, experimentation empowering students and fostering critical thinking across a range of disciplines. The Haddonfield Art Department wants students, in their enduring futures, to see the relevance and critical nature of the making process.

Haddonfield Art Educators vision is to offer students a diverse curriculum that will give students opportunities to develop their artistic potential and socioemotional well-being, as well as their interest in art. Through flexibility and encouragement as well as careful attention to criteria in the classical approach to Art Education, we offer our students opportunities to find their creative power.

In nurturing the imagination of our students, we are simultaneously fostering their cognitive development. Yet, art experiences reach far beyond cognitive growth. We want students to create work which speaks of their personal voice. We want to become The Art Program reputable for being able reaching into the heart of our students and helping them develop their spirit of creativity which inevitably befalls into their character, thus impacting their connections with the world.

Model

Responding to Cultural Traditions with Three Dimensional Materials and Methods	2	4
Painting Fundamentals	2	3
Making Connections to Specific Artists Throughout History	2	2

Unit Overview

Students will focus on learning about how cultural traditions are expressed through three dimensional art mediums. Students will make connections to artists throughout history by learning different painting techniques. Students will develop an understanding that artists can be categorized into specific art movements and art genres.

Enduring Understandings

- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
- The creative process includes practice and understanding of art fundamentals, including painting techniques.
- An understanding of the elements and principles of art is essential to the creative process and artistic production.
- Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.
- Cultures use a variety of three dimensional materials to create traditional works of art.

Essential Questions

- How is three dimensional art different from two dimensional art?
- How do artists express their cultural traditions using three dimensional materials?
- What techniques do artists use to create these three dimensional pieces (weaving, building, etc.)
- How can is use these techniques to create a piece of artwork on my own?
- What are some significant artists throughout history?
- How are artists categorized into specific art genres?
- How can I use painting techniques to create a successful composition?
- How can I mix paint to create different colors successfully?

New Jersey Student Learning Standards (No CCS)

VPA.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.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.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.

VPA.1.2.5.A.CS3	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
VPA.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.
VPA.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.
VPA.1.3.5.D.CS2	Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
VPA.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).
VPA.1.4.5.A.CS1	Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
VPA.1.4.5.A.CS2	Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
VPA.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.

Amistad Integration

-Students will learn about diverse artists and the art genres that they belong to. Students will learn about culturally diverse traditions in the United States and in other countries.

Holocaust/Genocide Education

Interdisciplinary Connections

SOC.6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
SOC.6.1.4.B.CS2	Places are jointly characterized by their physical and human properties.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.

Technology Standards

TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning

21st Century Themes/Careers

CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Financial Literacy Integration

Instructional Strategies & Learning Activities

- I can identify and explain the difference between three dimensional and two dimensional art.
- I know that artists express their cultural traditions using three dimensional art materials and methods.
- I know that artists use a variety of techniques and methods to create their three dimensional work and I can describe and identify terminology associated with these methods (weaving, warp, weft, loom).
- I can create a three dimensional piece of artwork that uses traditional methods.
- I can identify several significant artists and their work.
- I know that artists are categorized into different art genres.
- I can identify several art genres and artists that are part of those genres.
- I know that painting techniques differ depending on what specific material I use (solid tempera, liqued tempera, watercolor, oil, acrylic, etc.).
- I can create a painting by using specific painting techniques and methods appropriately.

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting
- Grouping
- Rubrics
- Concept Attainment
- Student Interest

Formative Assessments

- Analyzing students work

- Strategic questioning

- Think-pair-share

- Classroom polls

- Thumbs up, Thumbs down

Summative Assessment

- Exhibitions of student work

- Portfolios

- Rubric Check Ins

Benchmark Assessments

Alternate Assessments

Resources & Technology

- Brainpop

- Discovery Education

- UNESCO World Heritage Center website

- Power Point/Image Viewing

- Story books that discuss specific cultural traditions ("Dia De Los Muertos", "The Spider Weaver", etc.)

BOE Approved Texts

Closure

- Gallery Walk
- Sequence It - create timelines of major events/methods discussed
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.

ELL

- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks

Special Education

- Evaluate the classroom structure against the student’s needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.

- Go over directions orally.
- Show a model of the end product of directions.
- Stand near the student when giving directions or presenting a lesson.

504

- preferential seating
- extended time on assignments
- verbal, visual, or technology aids
- behavior management support
- excused lateness, absence, or missed classwork

At Risk

- Have student restate information
- Concrete examples
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback
- Work-in-progress check
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring

Gifted and Talented

- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking