

Pillon update Gr. 3 Art: April

Content Area: **Art**
Course(s):
Time Period: **April**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Students will explore comic book art while creating their own comic book or stop action movie.

Enduring Understandings

Stories can be told through art in a series of illustrations.

Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

VIS.3.VA:Cr1.2.EU	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
VIS.3.VA:Cr2.3.3a	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
VIS.3.VA:Pr4.1.EU	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
VIS.3.VA:Pr5.1.EU	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
VIS.3.VA:Cn11	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Essential Questions

How do we tell a story through illustrations?

What role does persistence play in revising, refining, and developing work?

How do artists grow and become accomplished in art forms?

How does collaboratively reflecting on a work help us experience it more completely?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
<p>Self reflection as art</p> <p>Create a narrative through pictures</p> <p>Skills for creating aesthetic text</p> <p>Work collaboratively with peers</p> <p>Address proportions of the figure</p>	<p>Create a comic book cover and story and/or stop action movie using ipad app Stop Motion</p> <p>Collaborate stories with peers creating heroes and protagonists</p> <p>create a cover that illustrates the following:</p> <ul style="list-style-type: none"> -dramatic movement -characters and their abilities -title -price -comic book company name 	<p>Peer critique</p>	<p>Marvel comic books</p> <p>Stop action films</p>

Integration of Career Readiness, Life Literacies and Key Skills

Students will explore the career of cartoon illustrators.

TECH.9.4.5.CT.4

Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

TECH.9.4.5.CT	Critical Thinking and Problem-solving
WRK.9.2.5.CAP	Career Awareness and Planning
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
TECH.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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.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 (e.g., W.4.7, 8.2.5.ED.6).
WRK.9.2.5.CAP.2	Identify how you might like to earn an income. An individual's passions, aptitude and skills can affect his/her employment and earning potential.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.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.
TECH.9.4.5.CI	Creativity and Innovation

Technology and Design Integration

Students will interact with the lesson using the Smartboard.

CS.3-5.8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
CS.3-5.8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.

Interdisciplinary Connections

LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the

	words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
 - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
 - Process – how the student will acquire the content information.
 - Product – how the student will demonstrate understanding of the content.
 - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be encouraged to improve and challenge their art skills as they proceed.

Simpler instructions and tasks will be assigned for struggling students

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a

common task or item in a different way. From
<http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf>

Modifications & Accommodations

In addition to the differentiation above, individual IEP's and 504's will be accommodated.

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Portfolio will build throughout the year for self assessment in June.

Formative Assessments

Teacher observations during the process

Discussion

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an

instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Peer critique

Instructional Materials

Marvel comic books

Art supplies as required.

Knowledge of stop motion app on tech devices

Standards

VPA.1.1.5	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.5.D.CS1	Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
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.CS2	The elements of art and principles of design are universal.
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.CS1	Art and culture reflect and affect each other.
VPA.1.3.5.D.CS1	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
VPA.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.
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.1.3.5.D.CS4	The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
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.1.4.5.B.CS1 Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
- VPA.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.
- VPA.1.4.5.B.CS2 Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.