April Gr. 3 Art

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 thorugh art in a series of illustrations.

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

VA:Cr1.2.EU	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
VA:Cr2.3.3a	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
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.
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.
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
Self reflection as art Create a narrative through pictures Skills for creating aesthetic text Work collaboratively with peers Address proportions of the figure	Create a comic book cover and story and/or stop action movie using ipad app Stop Motion Collaborate stories with peers creating heroes and protagonists create a cover that illustrates the following: -dramatic movement -characters and their abilities -title -price -comic book company name	Peer critique	Marvel comic books Stop action films

Integration of Career Readiness, Life Literacies and Key Skills

Students willl explore the career of cartoon illustrators.

9.4.5.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
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.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
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).
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.
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).
9.4.5.CT	Critical Thinking and Problem-solving
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).

Technology and Design Integration

Students will inteact with the lesson using the Smartboard.

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

Interdisciplinary Connections

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.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.3.4	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.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.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
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.
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.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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 thier 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 ACCOMMOCATIONS 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.

Knowlege of stop motion app on tech devices

Standards

1.5.5.Cr	Creating
1.5.5.Cr1	Generating and conceptualizing ideas.
	Explore
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.
1.5.5.Cr2	Organizing and developing ideas.
	Investigate
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 environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3	Refining and completing products.
	Reflect, Refine, Continue
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr4	Selecting, analyzing and interpreting work.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr5	Developing and refining techniques and models or steps needed to create products.

1.5.5.Pr6	Conveying meaning through art.
	Share
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Re8	Interpreting intent and meaning.