# May/June Gr. 3 Art

Content Area: **Art**
Course(s):
Time Period: **May**
Length: **6-8 Weeks**
Status: **Published**

## Unit Overview

Through a local event, students will explore graphic design principles and techniques.

## Enduring Understandings

Graphic design is an artform that serves the purpose of advertising events and working in the business environment.

## Essential Questions

What features in advertising create interest?

## Instructional Strategies & Learning Activities

| Objectives | Suggested Activities | Evaluations | Resources |
|---|---|---|---|
| Use foreshortening to create a dramatic image<br><br>Examine and use color to create dynamic effects<br><br>Telling a story through art | Great Crate Race contest<br><br>Students will create a poster that advertises the town's annual Great Crate Race.<br><br>Must include:<br><br>1.Correct easy to read text | Peer critique<br><br>A professional graphic designer will choose one image to use as the advertising poster for the event | Comic books |

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| | 2. Dynamic use of color and space to show the excitement of the event<br><br>3 detail and creativity | | |

## Integration of Career Readiness, Life Literacies and Key Skills

Students will explore the career of graphic designers.

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| 9.2.5.CAP | Career Awareness and Planning |
| 9.4.5.CI | Creativity and Innovation |
| 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. |
| | Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation 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 (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.CT | Critical Thinking and Problem-solving |
| 9.2.5.CAP.7 | Identify factors to consider before starting a business. |
| 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). |
| 9.4.5.DC.1 | Explain the need for and use of copyrights. |
| 9.4.5.DC.2 | Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. |
| 9.4.5.DC.3 | Distinguish between digital images that can be reused freely and those that have copyright restrictions. |
| 9.4.5.DC.4 | Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). |

## Technology and Design Integration

Students will inteact with the lesson using the Smartboard.

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| 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

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| LA.RI.3.7 | 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). |
| LA.RI.3.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. |
| LA.W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 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.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 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 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

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

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

A professional graphic designer will choose one image to use as the advertising poster for the event

## Instructional Materials

Comic books

Art supplies as required.

## Standards

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| 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.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.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| 1.5.5.Re | Responding |
| 1.5.5.Re8 | Interpreting intent and meaning. |
| 1.5.5.Re8a | Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. |
| 1.5.5.Re9 | Applying criteria to evaluate products. |
| 1.5.5.Cn | Connecting |
| 1.5.5.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 1.5.5.Cn10a | Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. |