

Swedesboro-Woolwich School District
GRADE 3 Art – Unit 1 (Trimester 1, 60 days)

Mission Statement: Students will investigate fundamental elements of art and principles of design in order to connect the tangible creative act of art making with essential components for its creation, presentation, response and connection to the world around them.

Unit Overview

In Unit 1, students will learn to:

- Utilize specific art processes within the four new domains of creating, presenting, responding, and connecting.

Visual Art

Creating	<ul style="list-style-type: none">● Explore● Investigate● Reflect, refine, continue
Presenting	<ul style="list-style-type: none">● Select● Analyze● Share
Responding	<ul style="list-style-type: none">● Perceive● Analyze● Interpret
Connecting	Connecting: <ul style="list-style-type: none">● Synthesize● Relate

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Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	<p>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. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	Asian Pacific Islander
Including but not limited to literary connections including: The Noisy Paintbox, The Dot, Only One You. Science of color theory and mixing. Art and history of world/cultures. Math, engineering and construction of three dimensional forms. SEL integrations to infuse classroom community projects.	Utilize diverse online programs offered in the district, free online resources, and diverse art making programs and resources readily available online. Integrate Google classrooms if and when applicable and infuse online resources. Infuse virtual tours of museums, art galleries and art historical landmarks.	During art classes, students will learn how to create art pieces including, but not limited to sculptures, paintings, drawings, etc out of recycled products, such as tissue paper, toilet paper and paper towels rolls, tissue boxes, yarn, etc. This will allow them to see how we can reduce, reuse, and recycle to create works of art.	Students will be introduced to various artists and artistic pieces from various cultures including, but not limited to African art and the artwork of influential African American artists and craftspersons. Representation will serve the student community as a bridge to understanding an accurate, complete and inclusive history.	Students will be exposed to various artists and artistic pieces from various cultures including, but not limited to the artwork of Marc Chagall, Sonia Delaunay, and Amedeo Modigliani. Integration of projects that memorialize and acknowledge Holocaust education.	Students will be exposed to various artists and artistic pieces from various people and places including, but not limited to Jasper Johns, Keith Haring, Andy Warhol, Frida Kahlo, and Mickalene Thomas with connections to the LGBT community.	Students will be exposed to various artists and artistic pieces from cultures including, but not limited to the cultural importance of Children’s Day in Japan, Japanese artists Yayoi Kusama and Hokusai, Maori tribe, Hawaiian islands and diversified traditions within these island cultures.

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Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts associated with artists and art movements ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Vary test formats ● Read directions to student ● Provide picture/word format guides to show steps to project/work completion ● Clarify directions, read aloud

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	<ul style="list-style-type: none"> • Work in progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> • Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Sharing strategies • Turn and talk • Running Records/skills check off • Project intro guides/skill guides 	<ul style="list-style-type: none"> • Common Summative Assessments • Open-Ended Responses • Completed Projects 	<ul style="list-style-type: none"> • Check ins- 1-4 leveled responses • Rubrics • Tiered project check ins • Leveled skill check ins 	<ul style="list-style-type: none"> • Projects related to learning standards • Critiques

Overview: The Structure (“Anchor” Standards)

CREATING	
Anchor Standard 1	Conceptualizing and generating ideas
Anchor Standard 2	Organizing and developing ideas
Anchor Standard 3	Refining and completing products
PERFORMING (producing and presenting)	
Anchor Standard 4	Developing and refining techniques and models or steps needed to create products
Anchor Standard 5	Selecting, analyzing, and interpreting work
Anchor Standard 6	Conveying meaning through art
RESPONDING	

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Anchor Standard 7	Perceiving and analyzing products
Anchor Standard 8	Applying criteria to evaluate products
Anchor Standard 9	Interpreting intent and meaning
CONNECTING	
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

	Grades 3	Visual Arts: Selected Standards
Creating	<p>Anchor Standards 1,2,3</p> <p>Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Enduring Question: How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p>
Presenting	<p>Anchor Standards 4, 5, 6</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>Essential Questions: How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for</p>	<p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <p>1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</p>

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	presentation?	
Responding	<p>Anchor Standards 7,8, 9</p> <p>Enduring Understandings: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <p>Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p>	<p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p>
Connecting	<p>Anchor Standards 10, 11</p> <p>Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p> <p>Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p>	<p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p> <p>1.5.5.Cn11b: Communicate how art is used to inform others about global issues.</p>

GRADE 3 Art– Unit 2 (Trimester 2, 60 days)

Mission Statement: Students will investigate fundamental elements of art and principles of design in order to connect the tangible creative act of art making with essential components for its creation, presentation, response and connection to the world around them.

Unit Overview

In Unit 2, students will learn to:

- Apply skill specific strategies within tiered levels of instruction to complete projects in two and three dimensional modalities. Utilize specific art processes within the four domains of creating, presenting, responding, and connecting.

Visual Art

Creating	<ul style="list-style-type: none"> ● Explore ● Investigate ● Reflect, refine, continue
Presenting	<ul style="list-style-type: none"> ● Select ● Analyze ● Share
Responding	<ul style="list-style-type: none"> ● Perceive ● Analyze ● Interpret
Connecting	Connecting: <ul style="list-style-type: none"> ● Synthesize ● Relate

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Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	<p>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. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	Asian Pacific Islander
<p>Including but not limited to literary connections including: The Noisy Paintbox, The Dot, Only One You. Science of color theory and mixing. Art and history of world/cultures. Math, engineering and construction of three dimensional forms. SEL integrations to infuse classroom community projects.</p>	<p>Utilize diverse online programs offered in the district, free online resources, and diverse art making programs and resources readily available online. Integrate Google classrooms if and when applicable and infuse online resources. Infuse virtual tours of museums, art galleries and art historical landmarks.</p>	<p>During art classes, students will learn how to create art pieces including, but not limited to sculptures, paintings, drawings, etc out of recycled products, such as tissue paper, toilet paper and paper towels rolls, tissue boxes, yarn, etc. This will allow them to see how we can reduce, reuse, and recycle to create works of art.</p>	<p>Students will be introduced to various artists and artistic pieces from various cultures including, but not limited to African art and the artwork of influential African American artists and craftspersons. Representation will serve the student community as a bridge to understanding an accurate, complete and inclusive history.</p>	<p>Students will be exposed to various artists and artistic pieces from various cultures including, but not limited to the artwork of Marc Chagall, Sonia Delaunay, and Amedeo Modigliani. Integration of projects that memorialize and acknowledge Holocaust education.</p>	<p>Students will be exposed to various artists and artistic pieces from various people and places including, but not limited to Jasper Johns, Keith Haring, Andy Warhol, Frida Kahlo, and Mickalene Thomas with connections to the LGBT community.</p>	<p>Students will be exposed to various artists and artistic pieces from cultures including, but not limited to the cultural importance of Children’s Day in Japan, Japanese artists Yayoi Kusama and Hokusai, Maori tribe, Hawaiian islands and diversified traditions within these island cultures.</p>

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Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

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	<ul style="list-style-type: none"> • Work in progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
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Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Sharing strategies • Turn and talk • Running Records/skills check off • Project intro guides/skill guides 	<ul style="list-style-type: none"> • Common Summative Assessments • Open-Ended Responses • Completed projects 	<ul style="list-style-type: none"> • Check ins- 1-4 leveled responses • Rubrics • Tiered check ins based on skill set for creative processes 	<ul style="list-style-type: none"> • Projects related to learning standards • Critiques

Overview: The Structure (“Anchor” Standards)

CREATING	
Anchor Standard 1	Conceptualizing and generating ideas
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Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

	Grade 3	Visual Arts: Selected Standards
Creating	<p>Anchor Standards 1,2,3</p> <p>Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Enduring Question: How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p>
Presenting	<p>Anchor Standards 4, 5, 6</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>Essential Questions: How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for</p>	<p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <p>1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</p>

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	presentation?	
Responding	<p>Anchor Standards 7,8, 9</p> <p>Enduring Understandings: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <p>Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p>	<p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p>
Connecting	<p>Anchor Standards 10, 11</p> <p>Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p> <p>Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p>	<p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p> <p>1.5.5.Cn11b: Communicate how art is used to inform others about global issues</p>

Swedesboro-Woolwich School District
GRADE 3 Art- Unit 3 (Trimester 3, 60 days)

Mission Statement: Students will investigate fundamental elements of art and principles of design in order to connect the tangible creative act of art making with essential components for its creation, presentation, response and connection to the world around them. Students will engage in the meaningful creation of art displays that demonstrate tiered learning and culmination of unit goals.

Unit Overview

In Unit 3, students will learn to:

- Apply skill specific strategies within tiered levels of instruction to complete projects in two and three dimensional modalities.
- Utilize specific art processes within the four new domains of creating, presenting, responding, and connecting.
- Display and coordinate an art show to promote school to community interactions and address exhibition of culminating works of art.

Visual Art

Creating	<ul style="list-style-type: none"> ● Explore ● Investigate ● Reflect, refine, continue
Presenting	<ul style="list-style-type: none"> ● Select ● Analyze ● Share
Responding	<ul style="list-style-type: none"> ● Perceive ● Analyze ● Interpret
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Swedesboro-Woolwich School District

Preparation for College, Careers, and Beyond

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Cross-Curricular Connections

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<p>Including but not limited to literary connections including: The Noisy Paintbox, The Dot, Only One You. Science of color theory and mixing. Art and history of world/cultures. Math, engineering and construction of three dimensional forms. SEL integrations to infuse classroom community projects.</p>	<p>Utilize diverse online programs offered in the district, free online resources, and diverse art making programs and resources readily available online. Integrate Google classrooms if and when applicable and infuse online resources. Infuse virtual tours of museums, art galleries and art historical landmarks.</p>	<p>During art classes, students will learn how to create art pieces including, but not limited to sculptures, paintings, drawings, etc out of recycled products, such as tissue paper, toilet paper and paper towels rolls, tissue boxes, yarn, etc. This will allow them to see how we can reduce, reuse, and recycle to create works of art.</p>	<p>Students will be introduced to various artists and artistic pieces from various cultures including, but not limited to African art and the artwork of influential African American artists and craftspersons. Representation will serve the student community as a bridge to understanding an accurate, complete and inclusive history.</p>	<p>Students will be exposed to various artists and artistic pieces from various cultures including, but not limited to the artwork of Marc Chagall, Sonia Delaunay, and Amedeo Modigliani. Integration of projects that memorialize and acknowledge Holocaust education.</p>	<p>Students will be exposed to various artists and artistic pieces from various people and places including, but not limited to Jasper Johns, Keith Haring, Andy Warhol, Frida Kahlo, and Mickalene Thomas with connections to the LGBT community.</p>	<p>Students will be exposed to various artists and artistic pieces from cultures including, but not limited to the cultural importance of Children’s Day in Japan, Japanese artists Yayoi Kusama and Hokusai, Maori tribe, Hawaiian islands and diversified traditions within these island cultures.</p>

Swedesboro-Woolwich School District

Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

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	<ul style="list-style-type: none"> • Work in progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> • Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Sharing strategies • Turn and talk • Running Records/skills check off • Project intro guides/skill guides 	<ul style="list-style-type: none"> • Common Summative Assessments • Open-Ended Responses • Completed projects 	<ul style="list-style-type: none"> • Check ins- 1-4 leveled responses • Rubrics • Tiered check ins based on skill set for creative processes 	<ul style="list-style-type: none"> • Projects related to learning standards • Critiques • Art Show Exhibit

Overview: The Structure (“Anchor” Standards)

CREATING	
Anchor Standard 1	Conceptualizing and generating ideas
Anchor Standard 2	Organizing and developing ideas
Anchor Standard 3	Refining and completing products
PERFORMING (producing and presenting)	
Anchor Standard 4	Developing and refining techniques and models or steps needed to create products
Anchor Standard 5	Selecting, analyzing, and interpreting work
Anchor Standard 6	Conveying meaning through art

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RESPONDING	
Anchor Standard 7	Perceiving and analyzing products
Anchor Standard 8	Applying criteria to evaluate products
Anchor Standard 9	Interpreting intent and meaning
CONNECTING	
Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

	Grade 3	Visual Arts: Selected Standards
Creating	<p>Anchor Standards 1,2,3</p> <p>Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Enduring Question: How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p>
Presenting	<p>Anchor Standards 4, 5, 6</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>Essential Questions: How are artworks cared for and by whom? What criteria, methods and processes are used to</p>	<p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <p>1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</p>

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	select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?	
Responding	<p>Anchor Standards 7,8, 9</p> <p>Enduring Understandings: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <p>Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p>	<p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p>
Connecting	<p>Anchor Standards 10, 11</p> <p>Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p> <p>Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p>	<p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p> <p>1.5.5.Cn11b: Communicate how art is used to inform others about global issues</p>