SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT

Committed to Excellence

Course Name: Visual Arts	Grade Level (s): Third Grade
BOE Adoption Date: September 2014	Revised: September 2015; October 17, 2016

ABSTRACT

Visual & Performing Arts Standards Overview

The expectation of the New Jersey arts standards is that ALL students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade. The organization of the 2009 visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. The standards allow for flexibility in how and when hands-on introductory arts are offered throughout the K-5 cycle.

There are four visual and performing arts standards: Two apply equally to all arts domains (*History of the Arts & Culture* and *Aesthetic Responses & Critique Methodologies*). The other two (*Creative Process and Performance)* are very similar for each art form, deviating primarily in domain specific vocabulary.

Additionally, the Visual & Performing Arts Standards are organized in grade band clusters (K-2, 3-5, 6-8, 9-12), and do not articulate yearly expectations for students. Rather, expectations for learning are benchmarked by the end of grades 2, 5, 8, and 12.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

• **Standard 1.1 The Creative Process:** *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.*

• **Standard 1.2 History of the Arts and Culture:** *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

• **Standard 1.3 Performing:** *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

• **Standard 1.3** is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

• **Standard 1.4 Aesthetic Responses & Critique Methodologies** pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies. This standard addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts

TABLE OF CONTENTS

Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):
1. To ensure students are college and career ready upon graduation

2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level

3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards

4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally,

classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement.   Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.

5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit.

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.

11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the Common Core State Standards and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation. The South Harrison School District adopted the model curriculum for implementation during the 2013-2014 school year.

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended

learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

    o **State:** The New Jersey Core Curriculum Content Standards (NJCCCS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
    o **Common Core:** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations.

15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

\multicolumn{2}{c}{**Third Grade Visual & Performing Arts Standards Overview**}
\multicolumn{2}{l}{● **Visual & Performing Arts Model Curriculum Unit Distribution: Grades K-5:** Five six-week units per grade per year in Music, and Visual Art plus **60 Units** (total) have been developed covering yearly sequences of **Music and Visual Art** instruction for grades K-5}

Domain	Standards
The Creative Process	Aligned to Standard 1.3
Performance	Aligned to Standard 1.3
Performance	Aligned to Standard 1.3
Aesthetic Responses & Critique Methodologies	Aligned to Standard 1.4
History of Arts and Culture	Aligned to Standard 1.2

*This unit structure reflects alignment with NAEP organizational framework.

Scope and Sequence Chart: Third Grade Visual Arts		
Trimester	**Strand**	**Resources**
Trimester 1	NJ CCCS 1.1.5.D.1	NJ DOE Model Curriculum Unit 1-5
Trimester 2	NJ CCCS 1.3.5.D.1, NJ CCCS 1.3.5.D.2, NJ CCCS 1.3.5.D.3	
Trimester 3	NJ CCCS 1.4.5.A.3, NJ CCCS 1.4.5.B.2, NJ CCCS 1.4.5.B.5	

Trimester I
I. NJ CCCS 1.1.5.D.1 **Content Statement:** 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. **Cumulative Progress Indicator:** Identify elements of art and principles of design that are evident in everyday life.

Trimester II

I. NJ CCCS 1.3.5.D.1
Content Statement: The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
Cumulative Progress Indicator: 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.

II. NJ CCCS 1.3.5.D.2
Content Statement: Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
Cumulative Progress Indicator: 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.

III. NJ CCCS 1.3.5.D.3
Content Statement: Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.
Cumulative Progress Indicator: Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

Trimester III

I. **NJ CCCS 1.4.5.A.3**
Content Statement: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
Cumulative Progress indicator: 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).

II. **NJ CCCS 1.4.5.B.2**
Content Statement: Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion.
Cumulative Progress Indicator: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

III. **NJ CCCS 1.4.5.B.5**
Content Statement: Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).
Cumulative Progress Indicator: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Trimester I Visual & Performing Arts		
ESTABLISHED GOALS: New Jersey Core Curriculum Content Standards Visual Arts NJ CCCS 1.1.5.D.1	**Big Idea**	
	The Elements and Principles in Abstract Art	
	ENDURING UNDERSTANDINGS	***ESSENTIAL QUESTIONS***
	▪ The elements and principles contribute to creating visually interesting artwork ▪ Successful artists develop original ideas and their work can be used as inspiration for other artists' work.	▪ How can you use the elements and principles of art to create artwork that is abstract? ▪ How can you create a work of art that is visually interesting?
	Learning Goals & Objectives	
	Student will understand… • Some cultures created artwork that was beautiful and useful. • Artwork of different cultures can tell us information about the culture	***Students will be able to…*** ▪ Analyze each of the elements and principles and explain and demonstrate each. ▪ Create an abstract design applying chosen elements and principles as a goal. ▪ Design a composition that is visually interesting using the elements and principles. ▪ Critique a famous work of art, your own work of art, a classmate's work of art, using positive words and constructive criticism.

Pacing Guide		
Standards	**Learning Goals**	**Learning Objectives** *Students will know or be able to…*
Unit 1 **NJ CCCS 1.1.5.D.1** **Content Statement:** 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. **Cumulative Progress Indicator:** Identify elements of art and principles of design that are evident in everyday life.	**Unit 1** **SLO 1:** **NJ CCCS 1.1.5.D.1** Give examples of various types of line and line weights found in everyday life (e.g., bricks and mortar, tree branches, architectural details including roofline, windows, doors, etc.). Use line as the predominant element in the creation of artwork.	**Unit 1** NJ CCCS 1.1.5.D.1 Visual Literacy: - Give examples of line types by observing a classroom environment and through visuals of artists such as Tony Craig and Joan Miro. Application: in the creation of artwork - Demonstrate knowledge of line types when using line as the predominant element to create two-dimensional artwork.
	SLO 2: **NJ CCCS 1.1.5.D.1** Identify mechanical or geometric shapes (e.g., circle, triangle, rectangle, square and cones) found in everyday life. Use shapes as inspiration for original artwork *(e.g., New Stones-Newton's Tones* by Tony Craig, Paul Cezanne' still life paintings etc.).	**NJ CCCS 1.1.5.D.1** Visual Literacy: Identify geometric and mechanical shapes found in everyday life. Students will recall examples from everyday life and/or make observations from their classroom and/or teacher visuals. Application: in the creation of artwork -Demonstrate knowledge of shape when creating original artwork
	SLO 3: **NJ CCCS 1.1.5.D.1** Identify primary, secondary, and tertiary colors in everyday life (e.g., food, the natural	**NJ CCCS 1.1.5.D.1** Visual Literacy: - Identify primary, secondary and tertiary colors by recalling and/or making

environment, the sky, sun, rainbows, flowers, birds etc.). Mix and incorporate primary, secondary and tertiary colors in the creation of original works of art.	observations from everyday life and teacher visual of a color wheel. Application: in the creation of artwork - Demonstrate knowledge by mixing and incorporate primary, secondary and tertiary colors in the creation of original works
SLO 4: **NJ CCCS 1.1.5.D.1** Identify light, dark and middle values of color that are evident in everyday life and experiment with the use of value in original artwork.	**NJ CCCS 1.1.5.D.1** Visual literacy: -Identify light, dark and middle values of color that are observed in everyday life through making and/or recalling observations in the classroom environment. Application: in the creation of artwork -Demonstrate knowledge of value in experimenting with the use of value in the creation of an original artwork.
SLO 5: **NJ CCCS 1.1.5.D.1** Recognize rough and smooth surface textures that are evident in everyday life (e.g., tree bark, sandpaper, bricks, glass, whiteboard, bar of soap etc.) and collage various found textural materials to create works of art that represent differences in surface qualities.	**NJ CCCS 1.1.5.D.1** Visual literacy: -Recognize rough and smooth surface textures that are evident in everyday life. Students will recall and/or make observations in the classroom environment. Application: In the creation of artwork -Demonstrate understanding of texture by incorporating various found textural materials into original artwork
SLO 6: **NJ CCCS 1.1.5.D.1**	**NJ CCCS 1.1.5.D.1** Visual Literacy:

	Describe how three-dimensional geometric forms (i.e., cubes, spheres, cylinders and cones) are evident in everyday life (e.g., furniture and architecture, toys, cars, the natural environment, consumer products etc.). Utilize geometric forms as the primary element in original works of artwork.	- Describe how three-dimensional geometric forms are evident in everyday life. Student will recall and/or make observations from experience and/or teacher visuals. Application: in the creation of artwork - Demonstrate knowledge of form by utilizing geometric forms as the primary element in the creation of original works of art.
	SLO 7: **NJ CCCS 1.1.5.D.1** Observe radial balance in nature (e.g., sunflowers, fireworks, snowflakes, sea urchins, spider webs etc.) and illustrate radial balance in original artwork.	**NJ CCCS 1.1.5.D.1** Visual Literacy: -Observe radial balance in nature by recalling and making observations from experience and/ or through teacher visuals. Application: in the creation of artwork -Demonstrate understanding of radial balance in the creation of original artwork.
	SLO 8: **NJ CCCS 1.1.5.D.1** Recognize proportion as a means of determining the relationship between size and scale in the natural environment and as a compositional tool for artists. Illustrate proportion in original artwork.	**NJ CCCS 1.1.5.D.1** Visual Literacy: - Recognize proportion in the means of determining size and scale in the natural environment. Students will develop skills in setting up a composition throughout the year as they make observations in visual examples presented by instructor and independently create projects. Application: in the creation of artwork - Demonstrate understanding of proportion by illustrating proportion in the creation of original artwork.

	SLO 9: **NJ CCCS 1.1.5.D.1** Identify repetition/rhythm/pattern found in the natural world (e.g., tortoise shells, frost crystals, surface of a pineapple, pine cone etc.). Design and create two-dimensional artworks reflecting the use of repetition and rhythm to create pattern.	**NJ CCCS 1.1.5.D.1** Visual Literacy: -Identify rhythm/ repetition/ pattern found in the natural world by recalling and/ or making observations from experience and through teach visuals. Application: in the creation artwork. SWBAT illustrate their understanding of rhythm/repetition/pattern by designing and creating two-dimensional artwork that could be inspired by Henri Matisse.
	SLO 10: **NJ CCCS 1.1.5.D.1** Recognize emphasis (center of interests) evident in everyday life and diverse works of art in various mediums (e.g. paintings by Johannes Vermeer, prints by Shunkosai Hokushi, illustrations by Norman Rockwell, sculptures by Jonathan Borofsky, Duane Hanson etc.). Create works of art using the principles of design regarding emphasis, as the primary focus.	**NJ CCCS 1.1.5.D.1** Visual Literacy: -Recognize emphasis in everyday life and in the works of artist such as Henri Matisse. Application: in the creation of art work -Demonstrate understanding of emphasis by creating original works of art where emphasis is the primary focus.

Resources
-Unit 1 -Teacher developed Power Point Presentations: - Artwork visuals such as examples from nature to demonstrate the application of the elements, the color wheel and the artwork of Joan Miro, Henri Matisse and Tony Craig. - Teacher and/ or student samples

Instructional Methods	
Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5)	• Warm-up activities • Exploratory activities • Class discussions • Student participation • Teacher observations • Projects • Modeling • Manipulate and explore through age appropriate projects any of the following media: Crayon, Chalk, Pastel, Marker, Paint, Clay, Textiles, Paper, Paper Mache
	Suggested Modifications & Accommodations:

21st Century Skills		
☐ *Creativity and Innovation*	☐ *Critical Thinking and Problem Solving*	☐ *Communication and Collaboration*
☐ *Information Literacy*	☐ *Media Literacy*	☐ *ICT Literacy*
☐ *Life and Career Skills*	☐ *Technology Based Activities*	

Assessments	

Assessment Types	NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, *it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.*
	
	• Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:
	   ○ one to one conferencing and anecdotal notes
	   ○ Whole class and small group discussions
	   ○ Rubrics
	• **Learning assignments** that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning.
	• A variety of **formative, summative, and performance-based** (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement.
	Project Based Performance Assessment
	..\Art Rubrics\Grade 3 rubris.pptx

Assessment Modules	**NOTE**: The assessment models provided in this document, unless otherwise indicated, are locally developed. • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge

Suggested Resources

Web resources for teaching elementary art:
- http://www.proteacher.com/
- http://www.princetonol.com/groups/iad/lessons/middle/4kids-
- 4teach.htm http://education.smartech.com/ste/en-
- US/Ed+Resource/Classroom+resources/Elementary/Art+and+Design/

Web resources for teachers, parents, and students:
- www.Pppst.com
- www.Davisart.com
- www.Deepspacesparkle.com
- www.Artsonia.com
- www.ARTSTOR.org

Trimester II Visual & Performing Arts		
ESTABLISHED GOALS: New Jersey Core Curriculum Content Standards Visual Arts NJ CCCS 1.1.5.D., NJ CCCS 1.1.5.D.2, NJ CCCS 1.1.5.D.1.3	**Big Idea**	
	Famous Artists tell their stories in their art (Van Gogh	
	ENDURING UNDERSTANDINGS	***ESSENTIAL QUESTIONS***
	• Artists have suffered injustices and have worked to create a better world for future artists to express themselves. • Any style of art or expression is valid as long as it was intended to be art.	• How can artists become better at drawing realistically? • Why might an artist want to draw realistically?
	Learning Goals & Objectives	
	Student will understand…	***Students will be able to…***
	▪ Drawing from observation helps artists create realistic works of art. ▪ Successful artists develop original ideas and their work can be used as inspiration for other artists' work.	• Design a realistic still life by drawing from observation. • Create a visually interesting composition that demonstrates the principle of contrast. • Critique a famous work of art, your own work of art, a classmate's work of art,

		using positive words and constructive criticism.

Pacing Guide		
Standards	**Learning Goals**	**Learning Objectives** *Students will know or be able to…*
Unit 2	**Unit 2**	**Unit 2**
NJ CCCS 1.3.5.D.1 **Content Statement:** The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. **Cumulative Progress Indicator:** 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.	**SLO 1:** **NJ CCCS 1.3.5.D.1** Work individually and collaboratively in a medium of choice to create a cohesive two-dimensional visual interpretation of a newsworthy issue or theme of personal significance that shows the use of the elements of line, shape, form, value, texture and color in composition.	**NJ CCCS 1.3.5.D.1** Visual literacy: N/A Application: in the creation of artwork -Work individually and collaboratively, in a medium of choice, to create a cohesive two-dimensional artwork inspired by a newsworthy issue or theme of personal significance. Application: in the creation of artwork -Demonstrate understanding of the use of the elements of design in the creation of their chosen themed artwork.
NJ CCCS 1.3.2.D.2 **Content Statement:** Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. **Cumulative Progress Indicator:** Identify	**SLO 2:** **NJ CCCS 1.3.5.D.2** Discuss the characteristics of four still life images from various historical periods of visual art and create thumbnail drawings that reflect these differing styles.	**NJ CCCS 1.3.5.D.2** Visual Literacy: -Discuss the characteristics of four still life images from artists such as Henri Matisse, Pablo Picasso, Paul Cezanne and Harmon Steenwyck Application: In the creation of artwork

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		- Demonstrate understanding of still life characteristics by creating thumbnail drawings that reflect four different artists such as Picasso, Cezanne, Matisse, Harmon Steenwyck
	SLO 3: **NJ CCCS 1.3.2.D.1 and 1.3.5.D.2** Describe common and distinctive characteristics of artworks from the diverse cultural and historical eras using age-appropriate stylistic terminology; describe how visual literacy and visual communications surround people in their daily lives; and use observed life situations as inspiration for two and three-dimensional art making influenced by compositional approaches from a variety of styles (e.g., cubism, surrealism, optic art, impressionism etc.).	**NJ CCCS 1.3.2.D.1 and 1.3.5.D.2** Visual literacy: - Describe common and distinctive characteristics of artworks from diverse cultural and historical eras by viewing and responding to art styles such as cubism and surrealism Application: in the creation of artwork - Demonstrate understanding of inspiration from art styles, such as cubism and surrealism, to create two or three-dimensional artwork.
Unit 3 **NJ CCCS 1.3.5.D.3** **Content Statement:** Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making. **Content Statement:** Identify common and	**Unit 3** **SLO 1:** **NJ CCCS 1.3.5.D.3** Work independently and collaboratively to create two and three-dimensional works of art that use the elements of line, shape, space and color and the principles of unity to make a visual statement using common and distinctive characteristics of several genres of visual artworks (e.g., realism, surrealism, American	**Unit 3** **NJ CCCS 1.3.5.D.3** Visual literacy: N/A Application: in the creation of artwork -Demonstrate understanding of the use of the elements of art and the principle of unity to make a visual statement based on inspiration from a genre of art such as a weaving inspired

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.	and European folk art etc.) to create an original statement.	by folk art.
	SLO 2: **NJ CCCS 1.3.5.D.3** Employ the element of line, shape/form, texture and color to create a three-dimensional artwork within the parameters of a particular style (e.g., Early American, modern, wearable art etc.) that serves a function (e.g., decoration, furniture).	**NJ CCCS 1.3.5.D.2** Visual literacy: N/A Application: in the creation of artwork SWBAT demonstrate their understanding of the elements of design by creating a three-dimensional artwork within the parameters of a particular style such a weaving inspired by folk art.
NJ CCCS 1.3.5.D.1 and 1.3.5.D.2 **1.3.5.D.1 Content Statement:** The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. **Content Statement:** 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.	**SLO 3:** **NJ CCCS 1.3.5.D.1 and 1.3.5.D.2** Use the elements of line, shape and color to collaborate on an artwork that uses color and the principles of rhythm and pattern to unify the work. (e.g., principles exemplified by Amish Quilt Andy Warhol prints etc.).	**NJ CCCS 1.3.5.D.1 and 1.3.5.D.2** Visual literacy: N/A Application: in the creation of artwork -Demonstrate understanding of the use of the elements and principles of design in the creation of a collaborative artwork. This could be inspired by folk art weavings.

1.3.5.D.2 Content Statement: Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. **Content Statement:** 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.		

Resources

-Teacher developed Power Point Presentations:

- Artwork Visuals such as the artwork of Henri Matisse, Pablo Picasso, Paul Cezanne, Harmon Steenwyck

- Artwork visuals such as folk art weavings.

-Teacher and/ or student samples

Instructional Methods

Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5)	• Warm-up activities • Exploratory activities • Class discussions • Student participation • Teacher observations

	• Projects • Modeling • Manipulate and explore through age appropriate projects any of the following media: Crayon, Chalk, Pastel, Marker, Paint, Clay, Textiles, Paper, Paper Mache
	Suggested Modifications & Accommodations:

21st Century Skills		
☐ **Creativity and Innovation**	☐ **Critical Thinking and Problem Solving**	☐ **Communication and Collaboration**
☐ **Information Literacy**	☐ **Media Literacy**	☐ **ICT Literacy**
☐ **Life and Career Skills**	☐ **Technology Based Activities**	

Assessments	

Assessment Types	NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, *it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.*
	    • Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:
	       o one to one conferencing and anecdotal notes
	       o Whole class and small group discussions
	       o Rubrics
	• **Learning assignments** that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning.
	• A variety of **formative, summative, and performance-based** (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement.
	• **Project Based Performance Assessment**
	  ..\Art Rubrics\Grade 3 rubris.pptx

Assessment Modules	NOTE: The assessment models provided in this document, unless otherwise indicated, are locally developed. Unit 1 & 2 • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge

Suggested Resources

Web resources for teaching elementary art:
- http://www.proteacher.com/
- http://www.princetonol.com/groups/iad/lessons/middle/4kids-
- 4teach.htm http://education.smartech.com/ste/en-
- US/Ed+Resource/Classroom+resources/Elementary/Art+and+Design/

Web resources for teachers, parents, and students:
- www.Pppst.com
- www.Davisart.com
- www.Deepspacesparkle.com
- www.Artsonia.com
- www.ARTSTOR.org
-

<table>
<tr><td colspan="3" align="center">Trimester III
Visual & Performing Arts</td></tr>
<tr><td align="center">ESTABLISHED GOALS:</td><td colspan="2" align="center">Big Idea</td></tr>
<tr><td rowspan="3">New Jersey Core Curriculum Content Standards Visual Arts

NJ CCCS 1.4.5.A.3, NJ CCCS 1.4.5.B.2, NJ CCCS 1.4.5.B.5</td><td colspan="2">Realistic Art- The Profile</td></tr>
<tr><td align="center">ENDURING UNDERSTANDINGS</td><td align="center">ESSENTIAL QUESTIONS</td></tr>
<tr>
<td>

Artists can create the illusion of reality in their work.
Drawing from observation can help us understand realism.
The human body has specific proportions that vary only slightly among all people.
We can learn much about another culture from their artwork.
The elements and principles of art make an artwork visually interesting.

</td>
<td>

How can you create a realistic face?
How can we become better at drawing realistically?
How can you use the artwork of specific cultures, such as the Ancient Egyptians, to inspire your own work?
How can you use the elements and principles of art to design a visually interesting artwork?
What can you learn about a specific culture, such as the Ancient Egyptians by looking at their artwork?

</td>
</tr>
<tr><td></td><td colspan="2" align="center">Learning Goals & Objectives</td></tr>
<tr>
<td></td>
<td align="center">
Student will understand…

Artists can create the illusion of reality in their work
Artists can use art to promote understanding and change.

</td>
<td align="center">
Students will be able to…

Design a realistic profile from your own silhouette.
Design a visually interesting headdress using patterns and symbols.
Create an Egyptian Pharaoh using your own silhouette, pattern and color.

</td>
</tr>
</table>

		• Critique a famous work of art, your own work of art, a classmate's work of art, using positive words and constructive criticism.

Pacing Guide		
Standards	**Learning Goals**	**Learning Objectives** *Students will know or be able to…*
Unit 4 **NJ CCCS 1.4.5.A.3** **Content Statement**: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. **Cumulative Progress indicator**: 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).	**Unit 4** **SLO 1:** **NJ CCCS 1.4.5.A.3** Demonstrate understanding of how personal and social, political or historical context influences and artists and his/her work of art. Create a work of art based on a timeless/universal theme and compare the work with works created in different historical, political, social, or personal settings (e.g., using a theme of children's play/types, compare a work of today with works of art from other time periods that show children at play).	**Unit 4** **NJ CCCS 1.4.5.A.3** Visual literacy: SWBAT demonstrate understanding of how historical context influences an artist and his or her work of art. Students will make connections through teacher presentation of works such as those of Picasso and class discussion. Application: in the creation of artwork SWBAT show understanding of historical influence by creating art based on themes related to history such as painting styles.
	SLO 2: **NJ CCCS 1.4.5.A.3** Talk effectively about art and works of art using the proper terminology. Describe various	**NJ CCCS 1.4.5.A.3** Visual literacy:

	characteristics and other observations of works of art such as portraits, still life drawings and paintings, landscapes, and non-objective pieces, abstract, and realistic works.	- Talk effectively about various genres in artwork by using the proper terminology (elements and principles of design). Students may focus on the works of Pablo Picasso, Henri Matisse and Paul Cezanne. Application: in the creation of artwork N/A
	SLO 3: **NJ CCCS 1.4.5.A.3** Offer reasons to support general statements about art (e.g., various types of lines can express or show a motion, color can express a mood or feeling, texture can be tactile or visual).	**NJ CCCS 1.4.5.A.3** Visual literacy: -Offer reasons to support general statements about art. Students could express how elements create principles of design when examining the artwork of Pablo Picasso. Application: in the creation of artwork N/A
NJ CCCS 1.4.5.B.2 **Content Statement**: Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion. **Cumulative Progress Indicator**: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	**SLO 4:** **NJ CCCS 1.4.5.B.2** Use criteria to assess the formal structure of artwork (e.g., focal point, balance, unity and the type of art/portrait vs. self-portrait) and to assess the effectiveness of the artist's use of principles of design (e.g., color value/mood, line variation, symmetry/asymmetrical, space/proportion etc.) to achieve the artistic intent of the artwork.	**NJ CCCS 1.4.5.B.2** Visual literacy: -Use criteria to assess the formal structure of artwork. This could be the assessment of the effectiveness and use of the elements and principles of design in the artwork of peers, teacher samples and works of famous artists such as Pablo Picasso. Application: in the creation of artwork N/A
NJ CCCS 1.4.5.B.5 **Content Statement:** Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the	**SLO 5:** **NJ CCCS 1.4.5.B.5** Respond to art through both objective and subjective responses based on formulated	**NJ CCCS 1.4.5.B.5**

work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?). **Cumulative Progress Indicator**: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	criteria (e.g., design elements and principles, art type and reason for its creation).	Visual literacy: SWBAT respond to art through both objective and subjective responses based on formulated criteria such as student and teacher created rubrics assessing student artwork or writing responses of the artwork of famous artists such as Picasso and Henri Matisse.
Unit 5 **NJ CCCS 1.2.5.A.3** **Content Statement**: Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. **Cumulative Progress Indicator**: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history	**Unit 5** **SLO 1:** **NJ CCCS 1.2.5.A.3** Identify various artists whose pivotal works of art have influenced a key shift in the art movement (e.g., Cezanne's influence on cubism with his use of geometric shapes; the impact of Marcel Duchamp on contemporary art through his introduction of ready-mades or found objects as sculpture; Edward Hoppers' use of colors and emphasis to influence on the art world, pop culture and cinema through is dramatic use of light and dark values; Georges Seurat's use of primary color mixology to create pointillism etc.). **SLO 2:** **NJ CCCS 1.2.5.A.3**	**Unit 5** **NJ CCCS 1.2.5.A.3** Visual literacy: -Identify various artists; such as Picasso, Matisse and Cezanne, whose works have influenced a key shift in the art movement. Application: in the creation of art N/A

	Create original works of art inspired by influential artists throughout history that changed the perception of art and/or altered art-making methodologies (e.g., Composition in Halftones by Piet Mondrian, Still Life with Apples by Cezanne, Ed Canna by Georgia O'Keefe).	NJ CCCS 1.2.5.A.3 Visual literacy: N/A Application: in the creation of art - Create original works of art inspired by influential artists throughout history, such as Picasso, that changed the perception of art and or altered art-making methodologies.

Resources

-Unit 4 & Unit 5
Teacher developed Power Point Presentations

- Artwork Visuals such as the artwork of Henri Matisse, Paul Cezanne and Pablo Picasso
- Artwork Visuals such as the artwork of Pablo Picasso, Henri Matisse and Paul Cezanne.

- Teacher and/ or student sample

Instructional Methods

Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5)	• Warm-up activities • Exploratory activities • Class discussions • Student participation • Teacher observations • Projects • Modeling • Manipulate and explore through age appropriate projects any of the following media:

	Crayon, Chalk, Pastel, Marker, Paint, Clay, Textiles, Paper, Paper Mache
	Suggested Modifications & Accommodations:

21st Century Skills		
☐ *Creativity and Innovation*	☐ *Critical Thinking and Problem Solving*	☐ *Communication and Collaboration*
☐ *Information Literacy*	☐ *Media Literacy*	☐ *ICT Literacy*
☐ *Life and Career Skills*	☐ *Technology Based Activities*	

Assessments	

Assessment Types	NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, *it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.*
	• Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:
	   o one to one conferencing and anecdotal notes
	   o Whole class and small group discussions
	   o Rubrics
	• **Learning assignments** that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning.
	• A variety of **formative, summative, and performance-based** (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement.
	• **Project Based Performance Assessment**
	   ..\Art Rubrics\Grade 3 rubris.pptx

Assessment Modules	**NOTE**: The assessment models provided in this document, unless otherwise indicated, are locally developed.

	Unit 1 & 2
	• Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge

Suggested Resources

Web resources for teaching elementary art:
- **http://www.proteacher.com/**
- **http://www.princetonol.com/groups/iad/lessons/middle/4kids-**
- **4teach.htm http://education.smartech.com/ste/en-**
- **US/Ed+Resource/Classroom+resources/Elementary/Art+and+Design/**

Web resources for teachers, parents, and students:
- **www.Pppst.com**
- **www.Davisart.com**
- **www.Deepspacesparkle.com**
- **www.Artsonia.com**
- **www.ARTSTOR.org**
-