

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: Art</b>	<b>Grade Level(s): 3</b>
<b>Department: Humanities</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: 9/17/2020</b>	<b>Revision Date(s): 6/18/2020</b>

## Course Description

Students will identify the basic elements of art and principles of design in diverse types of artwork. They will explain how they are used. The Elements of Art are line, shape, form, space, color, value, and texture. Students will identify characteristics of themes in art and how this affects an artists work; such as family, community, and from different historical periods and from different world cultures. Students will be exposed to different mediums and materials, each with their own unique processes, skills, and techniques for application. They will use these supplies in a safe, appropriate manner, learning the use and care of art materials. They will create two and three dimensional works using the basic elements of art and principles of design. They will use symbols to create their own personal works of art based on age-appropriate themes, and using oral stories as a basis for pictures. They will use art vocabulary to demonstrate the knowledge of art materials, tools, and methodologies used to create and tell visual stories. Their work will be based on observations of the physical world. They will see that art is part of our everyday life. They will develop a vocabulary to describe art forms, artists, and elements and principles used in art. Students will learn that different art has different aesthetic qualities. They will begin to develop a vocabulary to describe these different aesthetic qualities, like style. gender of artist, age, or absence or presence of training. They will compare and contrast culturally and historically diverse works of art that evoke emotion and communicate cultural meaning. Students will use their imagination to create a story based on an art experience. They will show this visually. Students will distinguish patterns found in art. Students will observe the basic art elements in exhibitions and form their own assessment of the art. They will critique art, give and receive critiques, and recognize the subject or theme in art.

## Mission Statement

**The Pittsgrove Township School District believes in growing all learners to thrive.** The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

### **Curriculum & Instruction Goals**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-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 ongoing progress monitoring

### **How to Read this Document**

This curricular document contains both a  *pacing guide*  and  *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to  *when*  critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The  *curriculum units*  contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

<b>NJ Administrative Code and Statutes Key</b>
<b>^=Amistad Law</b> <b>O=Diversity &amp; Inclusion Law</b> <b>&lt;&gt;=Holocaust</b> <b>+ =LGBT and Disabilities Law</b> <b>*=AAPI (Asian American and Pacific Islanders)</b> <b>\$=Financial Literacy</b> <b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</b>

## Pacing Guide

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p><b>Unit 1: Texture</b></p> <p>-Foam Prints</p>	<p>September 6 classes/days</p>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values,</li> </ul>	<p>Students will be able to:</p> <p>-Show texture by repeating a line or shape to create a foam print of an animal with texture.</p>	<p><b>How do artists and student artists use repeated lines and shapes to create texture for a foam print?</b></p> <p>1.Day 1 Intro with power point. See process for printing, history, printing press, etc. View prints by artists. <b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to make their own print. Identify repeated lines or shapes to create texture. Discuss project, and the steps to complete. Teacher demonstration on how to print from a foam board. Day 2. Sketch for foam print. Transfer to foam. Day 3.Sketch on foam. Press into foam. Day 4. Students print. Day 5. Students print. Day 6. Students mount and assess work.</p>

		beliefs and culture of an individual or society.		
<b>Unit 2: Texture</b> -Fish Prints	October 4 classes/days	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on</li> </ul>	Students will be able to: -Make a gyotaki fish print that tells a story.	<p><b>How do artists and student artists use rubber fish to make gyotaki fish prints that tell a story?</b></p> <p>Day 1. Intro with powerpoint. See process for gyotaki fish printing, history. View prints by artists. <b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to make their own. Discuss how the fish were placed to tell a story. Discuss project, and the steps to complete. Teacher demonstration on how to print from a rubber fish. Day 2 &amp; 3. Print fish. Day 4. Mount, title share and assess.</p>

		<p>genre, historical and cultural contexts.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> </ul>		
<p><b>Unit 3:</b> <b>Texture</b> -Relief Textured Clay Fish</p>	<p>December 5 classes/days</p>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn11a: Communicate how</li> </ul>	<p>Students will be able to: -Use clay to make a ceramic textured fish (or another animal)</p>	<p><b>How do artists and student artists use clay to make a relief fish (or other animal) ?</b></p> <p>Day 1. Intro with powerpoint. See artist and student examples of relief fish. <b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to make their own relief sculpture. Discuss project, and the steps to complete. Teacher demonstration on how to roll out clay, cut a shape, texture, add pieces of clay for fins with a score and slip method. If time, students sketch fish and cut it out for a patterns.</p> <p>Day 2. Practice rolling out clay and using objects to make textures.</p> <p>Day 3. Roll out clay. Use pattern and cut shape with pin tool. Texture, add fins.</p> <p>Days 4-5. Paint fish.</p>

		art is used to inform the values, beliefs and culture of an individual or society.		
<b>Unit 4: Color Wheel Analogous Colors</b>	February 7 classes/days	<ul style="list-style-type: none"> <li>• 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>• 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>• 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>• 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>• 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>• 1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>• 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>• 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>• 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>• 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> </ul>	Students will be able to: -Create a color wheel composition with all colors in the order of the color wheel.	<p><b>How do artists and student artists use the color wheel and analogous colors to make art that is colorful and emphasized on their paper?</b></p> <p>Day 1. View power point. <b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to make their own color wheel picture. Start to sketch.</p> <p>Day 2. Sketch and transfer to colored paper.</p> <p>Day 3. Color the object drawn completely white with oil pastel. This makes the colors brighter since it is on a dark colored construction paper.</p> <p>Day 4-5. Color picture drawn in the order of the color wheel.</p> <p>Day 6. Use the side of pastel to color background. This creates a different texture, making drawing stand out. Outline picture and add details.</p> <p>Day 7. Mount, title, share and assess.</p>

<p><b>Unit 5:</b> <b>Soft Sculpture</b> Ugly Dolls</p>	<p>March 8 classes/days</p>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> </ul>	<p>Students will be able to: -Design and make a symmetrical doll in felt.</p>	<p><b>How do artists and student artists use fabric to create an object with form to express their ideas?</b></p> <p><b>Day 1. Describe fabric</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to make their own. Discuss that Ugly Dolls are symmetrical. Demonstrate 2 ways on how to make a symmetrical drawing of a doll. Students start to sketch.</p> <p>Day 2. Continue to draw. Cut out and staple to 2 pieces of felt.</p> <p>Day 3. Cut out felt and remove staples.</p> <p>Day 4. Demonstration on how to thread a needle, and how to sew. Students start to sew.</p> <p>Days 5-6. Students sew and stuff.</p> <p>Days 7-8. Students hot glue details of eyes, hair, mouth, and make accessories. Share.</p>
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<p><b>Unit 6: Painted Animal Portraits</b></p>	<p>May 5-6 classes/days</p>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> </ul>	<p>Students will be able to: -Draw and paint a closeup portrait of a royal animal, with the animal emphasized.</p>	<p><b>How do artists and student artists make a painted portrait of a dog and have it stand out (or be emphasized)?</b></p> <p><b>Day 1. Describe</b> art in powerpoint of Royal Dogs and animal portraits. <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to make their own. Discuss this project and the steps involved. Demonstrate drawing a dog, or other animal. If time, students sketch.</p> <p>Day 2. Students sketch and put on “good” paper.</p> <p>Day 3. Demonstration on painting the main animal shape, without the details. Explain that this will dry and the details will be added later. Show to how to paint fur with texture/stroke of the brush.</p> <p>Day 4. Add details, eyes, nose, collar, etc.</p> <p>Day 5. Paint background in a single color so the animal is emphasized.</p> <p>Day 6. Outline the animal with a small brush and black paint. Share and assess.</p>
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## Instructional Unit Map

**Course Title: Art - Grade 3**

<b>Unit Title</b>	Unit 1 Texture - Foam Prints	<b>Start Date:</b>	September
		<b>Length of Unit:</b>	6 classes/days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> </ul>	<b>Learning Goals</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Show texture by repeating a line or shape to create a foam print of an animal with texture.</li> </ul>

	<ul style="list-style-type: none"> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> </ul>		
<b>Essential Questions</b>	How do artists and student artists use repeated lines and shapes to create texture for a foam print?		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	Progress assessed during students working on projects.	Foam Prints -Question & Answers from viewing power point. -Peer discussion while working on project -Teacher/Student informal conferences while working -Drawing of animal sectioned off, using a variety of lines and line patterns -Reflective Rubric -Gallery Walk to share student projects.	Foam Prints -Question & Answers from viewing power point. -Peer discussion while working on project -Teacher/Student informal conferences while working -Drawing of animal sectioned off, using a variety of lines and line patterns -Reflective Rubric -Gallery Walk to share student projects.
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Lines, shapes, patterns and what texture is. But class discussion on, how do artists create the look of texture in a 2-D painting?		

<b>Instructional Strategies/Student Activities</b>	<p><b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create.</p> <ul style="list-style-type: none"> <li>-Pictures to assist students to draw from.</li> <li>-Demonstration/Mini-Lesson on “how to draw” animal by breaking it up into shapes. Body, head, legs, other parts. How to transfer to foam.</li> <li>Demonstration on how to print using the foam board.</li> <li>-Guided practice</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of foam prints in different stages of production.</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of foam prints in different stages of production.</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of foam prints in different stages of production.</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>Visuals</li> <li>-Samples of more advanced foam prints</li> <li>-Samples of more detailed prints and drawings</li> </ul>
<b>Differentiated Instructional Methods:</b>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)	

<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>-Power point</li> <li>-Copy of presentation to refer to later if needed</li> <li>-Pictures of different kinds of simple aliens</li> <li>-whole class demonstration, small group demos, individual</li> </ul>	<ul style="list-style-type: none"> <li>-Students make their own rendition of an owl or other animal</li> <li>-Students print their own colors and/or mix of colors.</li> <li>-Students title and mount choosing colors.</li> </ul>
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: repetition, print, implied texture</p> <p>Tier 3: Foam board, brayer, ink,</p>	
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<p>Presently no computer access in the art room. But if available, students could:</p> <ul style="list-style-type: none"> <li>-Use computer to research their own alien pictures</li> <li>-Have access to slide presentation and additional visuals in google slides.</li> </ul>	
<p><b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> <li>• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b></p>	<p style="text-align: center;"><b>Themes</b></p> <p style="text-align: right;"><b>Skills</b></p>	

<a href="#">P21 Framework</a>	B. Global Awareness E. Environmental Literacy	A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility  B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
<b>Resources/Materials</b>	Power point, pictures to draw from, 9x12 paper, 9x12 foam board, pencils, brayers, trays to hold ink, ink, 9x12 construction paper to print on,	

<b>Instructional Unit Map</b>			
<b>Course Title: Art - Grade 3</b>			
<b>Unit Title</b>	Unit 2 Texture - Gyotaki Fish Prints	<b>Start Date:</b>	October
		<b>Length of Unit:</b>	4 Days/Classes

<p><b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i></p>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> </ul>	<p><b>Learning Goals</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Make a gyotaki fish print that tells a story.</li> </ul>
<p><b>Essential Questions</b></p>	<p>How do artists and student artists use rubber fish to make gyotaki fish prints that tell a story?</p>		

<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>		<b>Summative</b>		<b>Alternative</b>			
	Progress assessed during students working on projects.		<b>Gyotaki Fish Prints</b> -Question & Answers from viewing power point. -Peer discussion while working on project -Teacher/Student informal conferences while working -Reflective Rubric -Gallery Walk to share student projects.		<b>Gyotaki Fish Prints</b> -Question & Answers from viewing power point. -Peer discussion while working on project -Teacher/Student informal conferences while working -Reflective Rubric -Gallery Walk to share student projects.			
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Students know what texture is and that pictures can be used to make a story or statement. During class discussion students will view fish prints and discuss the stories/statements that could tell.							
<b>Instructional Strategies/Student Activities</b>	<b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create. -Think/Pair/Share titles for prints shown in power point. -Demonstration/Mini-Lesson on “how to make a fish print”. -Guided practice							
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>		<b>Special Education Learners</b>		<b>Struggling Learners</b>		<b>Advanced Learners</b>	
	-“Classroom Buddy” -Preferred Seating -Visuals		-“Classroom Buddy” -Preferred Seating -Visuals		-“Classroom Buddy” -Preferred Seating -Visuals		Visuals -Samples of more advanced compositions and messages	

	-Samples of fish prints in different stages of production. -teach using step by step directions & have chart of the process	-Samples of fish prints in different stages of production. -teach using step by step directions & have chart of the process	-Samples of fish prints in different stages of production. -teach using step by step directions & have chart of the process	
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	-Power point -Copy of presentation to refer to later if needed --whole class demonstration, small group demos, individual		-Students make their own fish print that will tell their story of choice -Students choose colors of ink	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: paint, statement  Tier 3: Gytaki, foam roller, print, real texture, positive and negative space			
<b>Integration of Technology</b> <a href="#">SAMR</a>	Students could: -Use computer to research their own alien pictures -Have access to slide presentation and additional visuals in google slides.			
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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).</li> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul>			



	<p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>					
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 581 1234 1097"> <p>B. Global Awareness E. Environmental Literacy</p> </td> <td data-bbox="1234 581 1944 1097"> <p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p> </td> </tr> </tbody> </table>		Themes	Skills	<p>B. Global Awareness E. Environmental Literacy</p>	<p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p>
Themes	Skills					
<p>B. Global Awareness E. Environmental Literacy</p>	<p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p>					
<p><b>Resources/Materials</b></p>	<p>Large copy paper to make practice prints, tempera paint, trays, foam rollers, rubber fish, rice paper, pencils,</p>					

## Instructional Unit Map

**Course Title: Art - Grade 3**

<b>Unit Title</b>	Unit 3 - Texture Relief Textured Fish	<b>Start Date:</b>	December
		<b>Length of Unit:</b>	5 Days/Classes
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul>	<b>Learning Goals</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Use clay to make a ceramic textured fish (or another animal)</li> </ul>

	<ul style="list-style-type: none"> <li>• 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>• 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> </ul>		
<b>Essential Questions</b>	How do artists and student artists use clay to make a relief fish (or other animal) ?		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b> <span style="margin-left: 150px;"><b>Summative</b></span> <span style="margin-left: 150px;"><b>Alternative</b></span>		
	Progress assessed during students working on projects.	<b>Ceramic Relief of Animal/Fish</b> -Question & Answers from viewing power point. -Peer discussion while working on project -Teacher/Student informal conferences while working -Reflective Rubric -Gallery Walk to share student projects.	<b>Ceramic Relief of Animal/Fish</b> -Question & Answers from viewing power point. -Peer discussion while working on project -Teacher/Student informal conferences while working -Reflective Rubric -Gallery Walk to share student projects.
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Students know what texture is, that repeating lines and shapes create patterns that look like texture. Discussion while viewing power point on what makes a successful relief.		
<b>Instructional Strategies/Student Activities</b>	<b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create. -Demonstration/Mini-Lesson on “how to roll clay, cut a shape from a pattern and use ordinary objects to imprint textures” -Guided practice and exploration of clay and rolling clay out.		

<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of ceramic reliefs in different stages of production.</li> <li>-Chart showing how to score and slip and smooth to attach clay additions to their relief.</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of ceramic reliefs in different stages of production.</li> <li>-Chart showing how to score and slip and smooth to attach clay additions to their relief.</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of ceramic reliefs in different stages of production.</li> <li>-Chart showing how to score and slip and smooth to attach clay additions to their relief.</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>Visuals</li> <li>-Samples of more advanced reliefs</li> <li>-Samples of more detailed painting of relief.</li> </ul>
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)	
	<ul style="list-style-type: none"> <li>-Power point</li> <li>-Copy of presentation to refer to later if needed</li> <li>-Pictures of different kinds of simple aliens</li> </ul>		<ul style="list-style-type: none"> <li>-Students make their own rendition of a ceramic relief</li> <li>-Students paint it in their own way</li> </ul>	

	-whole class demonstration, small group demos, individual	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: texture, patterns, Tier 3: score and slip, clay, kiln, bisque fire, relief,	
<b>Integration of Technology</b> <a href="#">SAMR</a>	Presently no computer access in the art room. But if available, students could: -Use computer to research their own alien pictures -Have access to slide presentation and additional visuals in google slides.	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> <li>• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul> <p><b>9.2 Career Awareness, Exploration, and Preparation</b> This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	<b>Skills</b>

	<p>B. Global Awareness E. Environmental Literacy</p>	<p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p>
<b>Resources/Materials</b>	Table covers, clay, rolling pins, objects to imprint in clay, power point, samples, paints, oil pastels, brushes	

Instructional Unit Map			
Course Title: Art - Grade 3			
<b>Unit Title</b>	Unit 4 Color Wheel - Analogous Colors	<b>Start Date:</b>	February
		<b>Length of Unit:</b>	7 Days/Classes

<p><b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i></p>	<ul style="list-style-type: none"> <li>● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>● 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> </ul>	<p><b>Learning Goals</b></p>	<p>Students will be able to:</p> <p>-Create a color wheel composition with all colors in the order of the color wheel.</p>
<p><b>Essential Questions</b></p>	<p>How do artists and student artists use the color wheel and analogous colors to make art that is colorful and emphasized?</p>		
<p><b>Assessments</b></p>	<p><b>Formative</b></p>	<p><b>Summative</b></p>	<p><b>Alternative</b></p>

<p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<p>Progress assessed during students working on projects.</p>	<p>Analogous Oil Pastel Art          -Question &amp; Answers from viewing power point.          -Peer discussion while working on project          -Teacher/Student informal conferences while working          -Reflective Rubric          -Gallery Walk to share student projects.</p>	<p>Analogous Oil Pastel Art          -Question &amp; Answers from viewing power point.          -Peer discussion while working on project          -Teacher/Student informal conferences while working          -Reflective Rubric          -Gallery Walk to share student projects.</p>	
<p><b>Unit Pre-Assessment(s)</b>  <i>What do they already know?</i></p>	<p>Students know primary colors, secondary colors. Discussion on what are the colors on the color wheel in between? Discussion on how yellow green, red orange, blue green, red violet, yellow orange are made.</p>			
<p><b>Instructional Strategies/Student Activities</b></p>	<p><b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create.          -View art made using the color wheel.          -Have color wheel to color in with oil pastels to “learn” the colors.          -Demonstration/Mini-Lesson on “different ways to use the color wheel to color their project.”          -Guided practice</p>			
<p><b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i></p>	<p><b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b></p>			
	<p>-“Classroom Buddy”          -Preferred Seating          -Visuals          -Chart of Color Wheel</p>	<p>-“Classroom Buddy”          -Preferred Seating          -Visuals</p>	<p>-“Classroom Buddy”          -Preferred Seating          -Visuals          -Chart of Color Wheel          -Oil pastels “on” the color wheel for reference</p>	<p>Visuals          -Samples of more advanced solutions to project</p>



	<ul style="list-style-type: none"> <li>-Oil pastels “on” the color wheel for reference</li> <li>-Samples of many solutions to color wheel project in different stages of production.</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>-Chart of Color Wheel</li> <li>-Oil pastels “on” the color wheel for reference</li> <li>-Samples of many solutions to color wheel project in different stages of production.</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>-Samples of many solutions to color wheel project in different stages of production.</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	
<p><b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p><b>Access (Resources and/or Process)</b></p> <ul style="list-style-type: none"> <li>-Power point</li> <li>-Copy of presentation to refer to later if needed</li> <li>-Pictures of different kinds of simple aliens</li> <li>-whole class demonstration, small group demos, individual</li> </ul>		<p><b>Expression (Products and/or Performance)</b></p> <ul style="list-style-type: none"> <li>-Students will choose subject matter of color wheel picture</li> <li>-Students will draw</li> <li>-Students will decide how to use color wheel in their picture</li> <li>-Students will choose dark color paper to draw on</li> <li>-Students will choose color combination of the background</li> <li>-Students solve their color wheel project their own way</li> </ul>	
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: primary colors, secondary colors, emphasize, different textures (smooth-color wheel coloring and rough-background)</p> <p>Tier 3: Analogous colors, color wheel,</p>			

<b>Integration of Technology</b> <a href="#">SAMR</a>	<p>Presently no computer access in the art room. But if available, students could:</p> <ul style="list-style-type: none"> <li>-Use computer to research their own alien pictures</li> <li>-Have access to slide presentation and additional visuals in google slides.</li> </ul>	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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).</li> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b> <span style="float: right;"><b>Skills</b></span>	
	B. Global Awareness E. Environmental Literacy	A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility  B. Learning and Innovation Skills Creativity and Innovation

		Critical Thinking and Problem Solving Communication and Collaboration
<b>Resources/Materials</b>	Power point, color wheel chart, 12 x 18 dark colored paper (black, dk. green, dk. purple, dk. blue) , newer oil pastels with paper, old oil pastels without paper, drawing books as aides, extra white oil pastels.	

Instructional Unit Map			
Course Title: Grade 3 -Art			
<b>Unit Title</b>	Unit 5 Soft Sculpture - Ugly Dolls	<b>Start Date:</b>	March
		<b>Length of Unit:</b>	8 classes/Days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>• 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>• 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>• 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>• 1.5.5.Cr2b: Demonstrate</li> </ul>	<b>Learning Goals</b>	Students will be able to: -Design and make a symmetrical doll in felt.

	<p>craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <ul style="list-style-type: none"> <li>●1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>●1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>● 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</li> <li>● 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</li> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> </ul>					
<b>Essential Questions</b>	How do artists and student artists use fabric to create a sculpted object with form to express their ideas?					
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<table border="1" style="width:100%; text-align:center;"> <tr> <th data-bbox="575 992 995 1065">Formative</th> <th data-bbox="995 992 1528 1065">Summative</th> <th data-bbox="1528 992 1944 1065">Alternative</th> </tr> </table>			Formative	Summative	Alternative
	Formative	Summative	Alternative			
Progress assessed during students working on projects.	Ugly Doll Project -Question & Answers from viewing power point. -Peer discussion while working on project -Teacher/Student informal conferences while working	Ugly Doll Project -Question & Answers from viewing power point. -Peer discussion while working on project -Teacher/Student informal conferences while working				

		-Reflective Rubric -Gallery Walk to share student projects.	-Reflective Rubric -Gallery Walk to share student projects.	
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Students know that sculpture is 3-D. While viewing power point, discussion on Faith Ringgold’s dolls and Ugly Dolls. Are dolls art? Can they express ideas?			
<b>Instructional Strategies/Student Activities</b>	<p><b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create.</p> <ul style="list-style-type: none"> <li>-Demonstration/Mini-Lesson on 2 different ways to make a symmetrical pattern.</li> <li>-Guided practice</li> <li>-Step by step directions</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of Ugly Dolls in different stages of production.</li> <li>-Chart showing how to sew</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of Ugly Dolls in different stages of production.</li> <li>-Chart showing how to sew</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of Ugly Dolls in different stages of production.</li> <li>-Chart showing how to sew</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>Visuals</li> <li>-Samples of more advanced Ugly Doll shapes and details to finish</li> </ul>

		-teach using step by step directions & have chart of the process		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>-Power point</li> <li>-Copy of presentation to refer to later if needed</li> <li>-Pictures of different kinds of Ugly Dolls</li> <li>-whole class demonstration, small group demos, individual</li> </ul>		<ul style="list-style-type: none"> <li>-Students make their own rendition of an Ugly Doll</li> <li>-Students choose the shape, color, details, name.</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier 2: symmetrical,</p> <p>Tier 3: sculpture, soft sculpture, running stitch,</p>			
<b>Integration of Technology</b> <a href="#">SAMR</a>	<p>Presently no computer access in the art room. But if available, students could:</p> <ul style="list-style-type: none"> <li>-Use computer to research their own alien pictures</li> <li>-Have access to slide presentation and additional visuals in google slides.</li> </ul>			
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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).</li> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul>			

	<p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p style="text-align: center;"><b>Themes</b> <span style="float: right;"><b>Skills</b></span></p>	
	<p>B. Global Awareness  E. Environmental Literacy</p>	<p>A. Life and Career Skills  Flexibility and Adaptability  Initiative and Self-Direction  Social Skills  Productivity and Accountability  Responsibility</p> <p>B. Learning and Innovation Skills  Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration</p>
<p><b>Resources/Materials</b></p>	<p>Power point, felt, needles, yarn, copy paper for patterns, pencils, scissors, staples to attach pattern to felt, staple removers, assorted materials to embellish. Buttons, beads, ribbons, fabric, yarns, doll hair, foam shapes, hot glue guns.</p>	

Instructional Unit Map			
Course Title: Art - Grade 3			
<b>Unit Title</b>	Unit 6 - Painted Animal Portraits	<b>Start Date:</b>	May
		<b>Length of Unit:</b>	5-6 Classes/Days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<ul style="list-style-type: none"> <li>• 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</li> <li>• 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>• 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>• 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</li> <li>• 1.5.5.Cr3a: Reflect, refine, and</li> </ul>	<b>Learning Goals</b>	Students will be able to: -Draw and paint a closeup portrait of a royal animal, with the animal emphasized.



	<p>revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>● 1.5.5.Re7b: Analyze visual arts including cultural associations.</li> </ul> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <ul style="list-style-type: none"> <li>● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</li> </ul>			
<b>Essential Questions</b>	How do artists and student artists make a painted portrait of a dog (or animal) and have it stand out or be emphasized?			
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>	
	Progress assessed during students working on projects.	Animal Portrait Project -Question & Answers from viewing power point. -Peer discussion while working on project -Teacher/Student informal conferences while working -Reflective Rubric -Gallery Walk to share student projects.	Animal Portrait Project -Question & Answers from viewing power point. -Peer discussion while working on project -Teacher/Student informal conferences while working -Reflective Rubric -Gallery Walk to share student projects.	

<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Students know basics of painting with tempera paint. Ask and discuss: How do artists have the animal stand out? What do they do? What don't they do?			
<b>Instructional Strategies/Student Activities</b>	<p><b>Describe</b> art in powerpoint, <b>Discuss</b> what they see, <b>Analyze</b> elements and principles, <b>Decide</b> how they might use this information to create.</p> <ul style="list-style-type: none"> <li>-How to draw an animal by breaking it into simple shapes.</li> <li>-Demonstration/Mini-Lesson on 2-3 different ways to make animal fur by double dipping their brush.</li> <li>-Guided practice</li> <li>-Step by step directions</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of Animal Portraits in different stages of production.</li> <li>-Chart showing how to make animal fur textures.</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of Animal Portraits in different stages of production.</li> <li>-Chart showing how to make animal fur textures.</li> <li>-teach using step by step directions</li> </ul>	<ul style="list-style-type: none"> <li>-“Classroom Buddy”</li> <li>-Preferred Seating</li> <li>-Visuals</li> <li>-Samples of many kinds of Animal Portraits in different stages of production.</li> <li>-Chart showing how to make animal fur textures.</li> <li>-teach using step by step directions &amp; have chart of the process</li> </ul>	<ul style="list-style-type: none"> <li>Visuals</li> <li>-Samples of more advanced Animal Portraits</li> </ul>

		& have chart of the process		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)	
	<ul style="list-style-type: none"> <li>-Power point</li> <li>-Copy of presentation to refer to later if needed</li> <li>-Pictures of different kinds of dogs and animals</li> <li>-whole class demonstration, small group demos, individual</li> </ul>		<ul style="list-style-type: none"> <li>-Students choose their own dog for the portrait, or other simple animal.</li> <li>-Students choose the shape, color, details.</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: animal portrait, stand out, opposites (smooth vs. textured, dark vs. light, patterned vs. no pattern)  Tier 3: emphasize, double dip paint brush			
<b>Integration of Technology</b> <a href="#">SAMR</a>	Students could: <ul style="list-style-type: none"> <li>-Use computer to research their own alien pictures</li> <li>-Have access to slide presentation and additional visuals in google slides.</li> </ul>			
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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).</li> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>			

	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>		
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p>Themes</p>		<p>Skills</p>
	<p>B. Global Awareness  E. Environmental Literacy</p>		<p>A. Life and Career Skills  Flexibility and Adaptability  Initiative and Self-Direction  Social Skills  Productivity and Accountability  Responsibility</p> <p>B. Learning and Innovation Skills  Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration</p>
<p><b>Resources/Materials</b></p>	<p>12 x 18 white paper, tempera paints, brushes, images of dogs or other animals</p>		