



Rochelle Park School District

Curriculum Guide

Visual Arts Grade 3

BOE Approved on August 30, 2022

Rochelle Park School District

1.5 Visual Arts Grades K-8

Content Area:
Visual and Performing Arts

Subject Name:
Art

Grade:
Third

Course Description and Rationale

Visual Arts is an essential part of the academic curriculum which supports human development of creativity, encourages self-expression, cultivates curiosity, and assists with the development of language skills and decision-making. Art provides an avenue to strengthen problem-solving skills, enhance the ability to reason, and promote divergent thinking. Creating art improves self-confidence and instills a sense of accomplishment which aids in self-esteem.

In third grade, students expand their base knowledge of the Elements of Art and are introduced to the Principles of Design, further expanding their vocabulary, understanding, and communication abilities. Students will have opportunities to learn and experiment with a wide variety of new techniques using different media/tools while learning how to use them properly and in a safe manner. Third graders will begin to work more independently, not only with their artwork but with the overall working and procedures around the art room. Students will also begin to understand and recognize their own connections to culture and the world around them, past and present.

ARTISTIC PROCESS: Creating

Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 1: Generating and conceptualizing ideas.	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	Explore
Anchor Standard 2: Organizing and developing ideas.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do	Investigate

	create and interact with objects, places and design that define, shape, enhance, and empower their lives.	artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	
Anchor Standard 3: Refining and completing products.	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?	Reflect, Refine, Continue

PERFORMANCE EXPECTATIONS			
1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.			
1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.			
1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.			
1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.			
1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.			
1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.			

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment) Suggested Materials	Suggested Resources & Materials	Pacing
Unit 1: Safety Procedures and Art Room Expectations Independence, set up & clean up procedures, jobs/roles, responsibility, self-awareness individual, caring for supplies, organizing supplies, safety rules using tools	Students will be able to: -Work in teams to distribute and clean materials -Demonstrate awareness and care for art tools/supplies -Be responsible for materials -Demonstrate independence within the classroom -Demonstrate craftsmanship through	Teacher will demonstrate the classroom procedures for the setup of the art class and the cleaning of the art tools and supplies Students will participate in the modeling of appropriate behaviors of setup and clean up in collaborative teams The teacher will model and discuss how to manage the materials, tools and equipment used.	The teacher will assess how well a student manages routines and procedures in the art classroom as well as using tools in a safe and proper manner.. In addition, the teacher will assess the independence and collaboration of students in setting up and cleaning the classroom and tools.	Various art materials & tools, cleaning supplies (such as sponges, paper towels, etc.), organizing containers	Ongoing

	the safe and respectful use of materials, tools and equipment.				
<p>Unit 2: Line Abstract, shape, pattern, color, line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick(er), thin(er), wipsy, diagonal, movement, linear movement, contour lines, abstract</p>	<p>Students will be able to: -Create lines using different tools (pencils, markers, paint) and identify how the tools create different lines -Represent environments or objects of personal significance that includes a process of peer discussion -Produce various qualities of line including straight, curved, vertical, horizontal, thick and thin -Create and use lines to represent feelings (temperature, emotions, etc.), and real-world environments -Distinguish the different types of lines and how they convey movement or action (i.e. diagonal-action/movement, horizontal- calm, vertical-strength) -Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p>	<p>Abstract Lines - Students will create projects with abstract lines individually and in groups. The students will make revisions on their projects based on their own reflections. Geodes - Students will create organic and geometric lines projects with the study of geodes using water colors. The students will make revisions on their projects based on their own reflections. Artist Spotlight: Wassily Kandinsky was a Russian artist who helped pioneer abstract art. Students will create an abstract piece using various lines. Various types of music will be played for inspiration of lines. Owls - Students will create an owl project with attention to the lines and patterns within the animal using various mediums. Mural - Group project for collaboration. Students will use various lines within the piece.</p>	<p>The teacher will assess student learning based on their ability to take their knowledge of lines and incorporate them into their works of art. In addition, assessment of being able to plan and convey how lines are used in a student piece. Collaboration of students will be observed. Finally, students are assessed on their ability to identify how lines can convey feelings/emotions. Teacher created rubrics to assess demonstration of lines, completion of projects, and effort.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, watercolors, rulers, tracers -Slide presentations -Art examples -Art books -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos -The Metropolitan Museum of Art The MOMA</p>	6 Weeks

	-Reflect, refine, and revise work and discuss and describe personal choices in artmaking.				
Unit 3: Shape & Form Organic, geometric, recycled, realistic, abstract, positive and negative space, cubism, cultural symbols, spheres, cones, cylinders, rectangular prisms, pyramids, cubes, organic and geometric shapes, symbols, circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon, silhouette, symbolism, metallic	Students will be able to: -Distinguish between shapes and forms -Explain how shapes, forms, and patterns are used in different cultures -Determine the function of shapes and forms in conveying meaning -Compare and contrast organic and geometric shapes -Brainstorm and curate ideas to innovatively problem solve when creating shapes and forms for design projects. -Set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the maker. -Represent environments or objects of personal significance that include a process of peer discussion and revision. -Experiment and develop skills in	Artist Spotlight - The teacher will lead an artist exploration of Yayoi Kusama’s work. Students will create a Yayoi Kusama inspired piece that includes organic and geometric shapes using mixed media, painting, etc. The students will make revisions on their projects based on their own reflections and experiments in the techniques and approaches like the artist. Artist Spotlight - Pablo Picasso’s Three Musicians will be used as inspiration for a collage. Read story When Pigasso Met Matisse by Nina Laden. The teacher will lead a discussion of how various materials can be reused and/or recycled to make art. Students will work independently and collaboratively, evaluating their work and experimenting with the techniques. Positive/Negative Space - Using inspiration from famous still-life paintings, students will create a still-life focusing on the positive and negative space aspects. This will include a comparison and contrast of different styles of still life, realistic and abstract. Artist Spotlight - Austrian artist Gustav Klimt’s Tree of	The teacher will assess student learning based on their ability to take their knowledge of shape and form as incorporated into their works of art. In addition, assessment of being able to plan and convey how shape & form are used in pieces. Finally, students are assessed on their ability to apply objectives within work. Teacher created rubrics to assess demonstration of shape & form, completion of projects, and effort.	Various papers, pencils, markers, colored pencils, crayons, watercolors, chalk, tempera, various materials to be recycled into art, tracers, glue, scissors -Slide presentations -Art examples -Art books -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos -The Metropolitan Museum of Art The MOMA	8 Weeks

	multiple art-making techniques and approaches, through invention and practice	Life is the focus of a mixed media piece. Students will use geometric and organic shapes while incorporating symbols which are a personal significance to them. .			
Unit 4: Color & Value Tertiary colors, mixing, experimenting, tint, value, analogous colors, complimentary colors, interaction of colors, unity, color schemes, warm, cool, primary, secondary, color wheel, tertiary, tints, shades, monochromatic, light, dark, pressure, blending, tints	Students will be able to: -Mix secondary colors as well as tints and shades -Identify how the interaction of color conveys emotion - Brainstorm and curate ideas to innovatively problem solve when creating color and mixing color for design projects. -Experiment and develop skills in multiple art-making techniques and approaches through invention and practice -Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. -Reflect, refine, and revise work and discuss and describe personal choices in artmaking.	Desert Landscape - Students will explore desert landscapes to learn about analogous colors. Students will then create a finished piece in the color analogous color wave of their choice. Collaborative Piece - The teacher will demonstrate appropriate collaboration within the art classroom, students will practice and then complete aspects of their art projects with collaborations, i.e. collaborative mural work. Leaf Prints - Students will explore science of fall foliage then using very large rubber stamps, blend warm colors to create leaf prints. Artist Spotlight: American artist, Wayne Theibaud , was known for his colorful works that depicted everyday items. Students will create a food item such as a cupcake or cup of hot cocoa as the theme. Students will mix their own tints and shades for their work.	The teacher will assess student learning based on their ability to take their knowledge of color & value and properly apply it into their works of art. In addition, assessment of being able to plan and convey how color & value are used in a student piece. Collaboration of students will be observed. Teacher created rubrics to assess demonstration of color and value, completion of projects, and effort.	Various papers, pencils, markers, colored pencils, crayons, watercolors temperas, chalk, glue, scissors, large rubber stamps -Slide presentations -Art examples -Art books -Scholastic Art Magazine -Mati and Dada videos -BrainPop videos -The Metropolitan Museum of Art The MOMA	10 Weeks
Unit 5: Texture Implied or actual texture, bumpy, scaly, smooth, rough, rubbing plate,	-Brainstorm and curate ideas to innovatively problem solve when creating texture for design	Bean Mosaic - Students will learn about mosaics from a variety of cultures, past and present. Students will create their own mosaic using beans.	The teacher will assess student learning based on their ability to take their knowledge of texture and properly apply it into their works of art. In addition, assessment of being able to plan and convey how texture is used in a	Cardboard, beans, various papers, various material, tempera, watercolor, crayons, markers	8 Weeks

<p>quilt, mixed media, glossy, matte, satin, cultural</p>	<p>projects. -Set goals, investigate, choose, and demonstrate diverse approaches to art-making that are meaningful to the maker.. -Represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. -Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. -Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p>	<p>Design choices will include overall geometric design, color of beans, size of beans, shape of beans, and how beans are placed (side by side or end to end). Artist Spotlight: The teacher will introduce African-American artist Romare Bearden and discuss his collages, cultural experiences, and connecting cultural experiences to the students. Students will use various types of papers to create a collage project that displays their own cultural experiences.</p>	<p>student piece. Teacher created rubrics to assess demonstration of texture, completion of projects, and effort.</p>		
<p>Unit 6: Space Foreground, background, middle ground, size variations, placement, cast shadows, horizon line, depth, illusion, silhouette, composition, overlap</p>	<p>Students will be able to: -Identify background and foreground. -Use the concept of size to demonstrate an item is closer to the viewer and an item may be farther away -Explain that composition in art means the way different elements (such as line, shape, color, etc.) are placed</p>	<p>Artist Spotlight: Dutch artist Vincent van Gogh's Starry Night will be examined. Students will explore landscape art and the space, one of the Elements of Art. The class will identify "who" or "what" they see in the landscape and then use temperas and construction paper to create their own personal narrative and create their own experience. Drawing - The teacher will display various images/pictures with cast shadows for the</p>	<p>The teacher will assess student learning based on their ability to take their knowledge of creating the illusion of 3D on a 2D surface. In addition, assessment of being able to demonstrate space relationships within a piece. Finally, students are assessed on their ability to apply objectives within work. Teacher created rubrics to assess demonstration of space, completion of projects, and effort.</p>	<p>Various papers, pencils, markers, colored pencils, crayons, construction paper crayons, watercolors, tempera, charcoal</p> <p>-Slide presentations -Art examples -Art books -Scholastic Art Magazine -Mati and Dada videos</p>	<p>8 Weeks</p>

	<p>within a piece of artwork</p> <ul style="list-style-type: none"> -Brainstorm and curate ideas to problem solve when working on the piece. -Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice including complementary and analogous colors -Set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the maker. -Reflect, refine, and revise work then discuss and describe personal choices in artmaking. 	<p>purpose of teaching space. Students will create pieces that use cast shadows to demonstrate the illusion of space.</p>		<p>-BrainPop videos</p> <p>Suggested Read Alouds: Katie and the Starry Night by James Mayhew</p> <p>-The Metropolitan Museum of Art</p> <p>The MOMA</p>	
<p>Interdisciplinary Connections</p>	<p>ELA</p> <p>RL.3.1.: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.7.: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.3.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>SL.3.3.: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>MATH</p> <p>3.NF.A: Develop understanding of fractions as numbers.</p> <p>3.G.A: Reason with shapes and their attributes.</p> <p>SCIENCE</p> <p>ESS2.D: Weather and Climate</p> <p>SOCIAL STUDIES</p> <p>6.1.5.HistoryUP: History, Culture, and Perspectives: Understanding Perspectives</p>				

Career Readiness, Life Literacies and Key Skills	9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view
Computer Science and Design Thinking	8.2.5.ED.3 Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 8.2.5.ED.6 Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process. 8.2.5.ITH.4 Describe a technology/tool that has made the way people live easier or has led to a new business or career.

ARTISTIC PROCESS: Presenting			
Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?	Analyze
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	Select
Anchor Standard 6: Conveying meaning through art.	Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?	Share
PERFORMANCE EXPECTATIONS			
1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.			
1.5.5.Pr5a: Prepare and present artwork safely and effectively.			

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Key Vocabulary	Student Learning Objective	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
<p>Gallery walk, art safety/protection, respect of art, information about art, matting, mounting, enhancing artwork, detract from art work, curator, art preservation, art area</p>	<p>Students will be able to: -Prepare and present artwork safely and effectively. -Discuss how exhibits and museums provide information and in person experiences about concepts and topics for their own pieces of art displayed in a gallery walk. -Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork in relation to how the students will care for their artwork when they take it home.</p>	<p>Virtual Museum Tour - The teacher will take the students on a virtual tour of a museum. Discussion will be held on how museums provide information and experiences about specific concepts and the art/artists. Presenting Artwork - The teacher will lead discussion on the manner/way that students will present their artwork, i.e. color choice for matting and how it can enhance or detract from the artwork. Students will then complete the presentation of their artwork. Discussion - The teacher will discuss the responsibilities of an art curator and how to create and preserve student artwork at home. This includes how to bring artwork home safely and creating a space at home to keep the artwork “safe” as the home curator of their artwork.. Artist Intent - The teacher will display and explore the information that is provided by museums for pieces of art. Students will create sentences to inform others about their artwork. Presenting - The teacher will model how to present artwork to others so that students can</p>	<p>The teacher will assess the students on their ability to apply the concepts of presenting their artwork in a manner that will enhance it based on understanding of mounting/matting and colors that are needed.</p> <p>The teacher will assess students on their ability to safely and effectively present and/or prepare their artwork for gallery walks.</p>	<p>- Scholastic Art Magazine -The Metropolitan Museum of Art Virtual MET field trip The MOMA Louvre Virtual Tour Smithsonian Virtual Tour -Slide Presentations -Art books -Google Classroom</p>	<p>Ongoing</p>

		present their artwork to peers for actual artwork to view as well as presenting photos taken of artwork through technology. Storage - The teacher will model to the students how to store various artworks safely, i.e. chalk pastels stored within the “folder”. Students will then store their artwork and be respectful of others.			
Interdisciplinary Connections	ELA W.3.2.: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.5.: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				
Career Readiness, Life Literacies and Key Skills	9.4.5.DC.1 Explain the need for and use of copyrights. 9.4.5.DC.3 Distinguish between digital images that can be reused freely and those that have copyright restrictions. 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue				
Computer Science and Design Thinking	8.2.5.ED.3 Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.				

ARTISTIC PROCESS: Responding			
Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 7: Perceiving and analyzing products.	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?	Perceive
Anchor Standard 8: Interpreting intent and meaning.	People gain insights into meanings of artworks by engaging in the process of art criticism.	Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer read a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?	Interpret
Anchor Standard 9: Applying	People evaluate art based on	Essential Questions: How does one determine criteria to evaluate a	Analyze

criteria to evaluate products.	various criteria.	work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
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PERFORMANCE EXPECTATIONS

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b: Analyze visual arts including cultural associations.
1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
India, Ancient Greece, Ancient Rome, Asia, cultures, artistic process, culture, conditions, environment, time and place, relationships, personal narrative, form, structure, context, subject, visual elements, geometric, organic, mood, colors convey mood.	Students will be able to: -Speculate about artistic processes. Interpret and compare works of art and other responses. -Analyze visual arts including cultural associations. -Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.	Q&A - The teacher will encourage students to explain what they see by asking probing questions to identify why students think that the artist made the choices based on what they see in the artwork. Discussion - The teacher will lead students through comparing and contrasting art to previous knowledge from other years. They will model and encourage students to find connections between pieces of art in analyzing form, structure, context, subject, etc. Discussion - Teacher led discussion on the time and place of what is going on at the time the artist is living in their culture with consideration of the conditions/environment and how that impacts the artwork. Students will then make comparisons to their own experience and culture.	The teacher will assess the students based on their ability to convey an understanding of the learning objectives through: - Whole group discussion - Small group discussion - Anecdotal notes - conferring	- Student work, teacher examples, famous artwork examples across history - Slide Presentations -Art books - Scholastic Art Magazine - Mati and Dada videos - BrainPop videos -The Metropolitan Museum of Art The MOMA Smithsonian American Art Museum	Ongoing

Interdisciplinary Connections	<p>ELA SL.3.1.b.: Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.3.1.c.: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.d.: Explain their own ideas and understanding in light of the discussion.</p> <p>SOCIAL STUDIES 6.1.5.HistoryUP: History, Culture, and Perspectives: Understanding Perspectives</p>
Career Readiness, Life Literacies and Key Skills	<p>9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 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</p>
Computer Science and Design Thinking	<p>8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p>

ARTISTIC PROCESS: Connecting			
Anchor Standard	Enduring Understanding	Essential Questions	Practice
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?	Synthesize
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	Relate
PERFORMANCE EXPECTATIONS			
1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.			
1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.			
1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.			

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Suggested Resources & Materials	Pacing
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<p>Community, culture, traditions, ethnic identities, respect, perspectives, values, beliefs, society, sharing, acceptance, family, artist's intent, recycle, reuse, conserve</p>	<p>Students will be able to: -Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. -Communicate how art is used to inform the values, beliefs and culture of an individual or society. -Communicate how art is used to inform others about global issues, including climate change.</p>	<p>Discussion - The teacher will lead a discussion with the students and model how to be respectful of each other's cultures, traditions, values, family, etc in relation to art and artwork. The students will then have the opportunity to share with whole and small groups their cultural traditions in relation to art. Modeling -The teacher will model how to identify and communicate how cultural art can be identified personally and how it can be explored respectfully with their peers. Turn and Talk (Think-Pair-Share) Students will discuss their artwork with each other while working using specific questions suggested by the instructor. Discussion - The teacher will identify examples within the classroom that display "waste" including water running, throwing out/misused paper, recycled materials used for art projects and discuss.</p>	<p>The teacher will assess the students based on their ability to convey an understanding of the learning objectives through:</p> <ul style="list-style-type: none"> - Whole group discussion - Small group discussion - Anecdotal notes - conferring 	<p>- Slide Presentations - Student work, teacher examples, famous artwork examples across history -Art books - Scholastic Art Magazine - Mati and Dada videos - BrainPop videos -The Metropolitan Museum of Art The MOMA</p>	<p>Ongoing</p>
<p>Interdisciplinary Connections</p>	<p>ELA SL.3.1.b.: Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.3.1.c.: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.d.: Explain their own ideas and understanding in light of the discussion. SOCIAL STUDIES 6.1.5.HistoryUP: History, Culture, and Perspectives: Understanding Perspectives</p>				
<p>Career Readiness, Life Literacies and Key Skills</p>	<p>9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.5.CI.1 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions 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</p>				

Computer Science and Design Thinking	8.1.5.DA.5 Propose cause and effect relationships, predict outcomes, or communicate ideas using data. 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling