

BUTLER SCHOOL DISTRICT

Grade 3 - 4 Art Curriculum

Authored by:
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Adapted from:
New Jersey Visual and Performing Arts Standards 2020

Reviewed by:
Dr. Daniel R. Johnson, Superintendent
Margaret Lynch, Supervisor of STEAM

Adopted:
2015

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Teacher Observation
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VISION

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success.

All students in the Butler School District will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

As a result of a Butler V,P&A education, students will be able to...

- Synthesize skills across disciplines
- Develop into confident learners.
- Learn at their own pace and advance their understanding in a variety of ways
- Collaborate with others and contribute productively and articulately
- Act responsibly and be accountable for actions, in person and online
- Respond to works of art with insight and depth of understanding, calling upon informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- Persevere through difficult situations and tasks and maintain a growth mindset despite adversity.
- Draw on knowledge from a wide variety of topics with flexibility to approach the same problem from different perspectives.
- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives, pointing to their impact on contemporary modes of expression.
- Perform/present/produce in a self-selected arts discipline with consistency, artistic nuance, and technical ability, defining and solving artistic problems with insight, reason, and technical proficiency
- Evaluate their own reasoning and critique the reasoning of others.
- Relate various types of arts knowledge and skills within and across arts disciplines, by mixing and matching competencies and understandings in artmaking, history, culture, and analysis in any arts-related project.

COURSE OVERVIEW

The Butler School District's Third through Fourth Grade Art classes meet every week as part of the related arts cycle schedule. The curriculum builds observation skills and encourages exploration of imagination. The student learns to make choices that enhance communication of his or her ideas. Students learn to coordinate their hands and minds in explorations through the manipulation of various tools, processes, and media.

Proficiencies and concepts in all skill areas will continue to be developed. Emphasis will be placed on awareness of applying the various art fundamentals of the elements of art and principles of design. Students will work on becoming more proficient in their planning, problem solving and communication through art.

COMPONENTS OF THE COURSE

GOALS

New Jersey Student Learning Standards (2020)

ASSESSMENT

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

SCOPE AND SEQUENCE (Pacing Guide)

Line, Shape and Color	12 weeks
Value and Texture	12 weeks
Form and Space	12 weeks

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

DIVERSITY AND INCLUSION

In alignment with the 2020 NJSL, the Visual and Performing Arts curriculum materials will:

Cultivate respect towards minority groups to foster appreciation of their differences as well as their contributions to the advancement of the visual and performing arts.

Analyze and appreciate the diverse contributions made in the past (scientifically, economically, politically, and socially) at both the state and federal level as exemplified through the arts.

Examine grade-level texts that simultaneously highlight the visual and performing arts as well as the contributions made to it by those of different genders, ethnicities, and abilities.

Employ the visual and performing arts as a means of communication — whether in regard to empathy, inclusivity, or advocacy — in an effort to creatively inspire solutions for those with specific needs.

Engage in authentic learning experiences that motivate the acquisition and application of varied perspectives in the visual and performing arts.

Facilitate the ability to communicate effectively through the arts while applying content knowledge, interdisciplinary connections, and artistic thinking skills to do so.

Foster active student participation in an inclusive visual and performing arts culture that honors artists of all genders, ethnicities, and abilities.

Analyze and develop an understanding of how scientific, economic, political, social, and cultural aspects of society influence new technological and artistic processes.

Reflect on both personal and non-personal experiences aimed to promote empathy and inclusivity for all regardless of our differences.

UNIT 1

Line, Shape and Color

UNIT SUMMARY

In this unit, students will...

- Further explore the use of lines and shapes with in the principles of design
- Gain an understanding of the color wheel and experiment with color
- Develop ideas using various media and techniques both 2D and 3D.

NEW JERSEY STUDENT LEARNING STANDARDS

Visual Arts Standards:

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.

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.

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.

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.

INTERDISCIPLINARY CONNECTIONS

NJSLS- English Language Arts:

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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).

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

NJSLS-Mathematics:

3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement

3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category

4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).

4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; l, ml; hr, min, sec.

4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.A.3 Recognize a line of symmetry for a two dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts

NJSLS-Science:

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features

4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

NJSLS-Computer Science and Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

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.

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

NJSLS-Life Literacies and Key skills:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

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.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.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

Act as a responsible and contributing citizen and employee.

Attend to financial wellbeing

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in problem solving them

Model integrity,ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity,increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

9.1: Personal Financial Literacy

Financial Institutions

Financial Psychology

Planning and Budgeting

Risk Management and

Insurance

Civic Financial Responsibility

Credit Profile

Economic and Government

Influences

9.2: Career Awareness, Exploration & Preparation, and Training

Career Awareness (K-2)

Career Awareness and

Planning (3-5)

Career Awareness and

Planning (6-8)

Career Awareness and

Planning (9-12)

9.3: Career and Technical Education

Agriculture

Architecture

Arts,A/V, Technology

Business Management

Education

Finance

Government

Health Science

Hospital & Tourism

Credit and Debt Management	9.4 Life Literacies and Key Skills A. Creativity and Innovation B. Critical Thinking and Problem-solving C. Digital Citizenship D. Global and Cultural Awareness E. Information and Media Literacy F. Technology Literacy	Human Services Information Tech. Law and Public Safety Manufacturing Marketing Science, Technology, Engineering & Math Trans./Logistics
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TECHNOLOGY STANDARDS

8.1: Computer Science

- A. Computing systems
- B. Networks and the Internet
- C. Impacts of Computing
- D. Data & Analysis
- E. Algorithms & Programming

8.2 Design Thinking

- A. Engineering Design
- B. Interaction of Technology and Humans
- C. Nature of Technology
- D. Effects of Technology on the Natural World
- E. Ethics & Culture

ENDURING UNDERSTANDINGS

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

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 create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

ESSENTIAL QUESTIONS

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?

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? **DEI**

<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>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.</p> <p>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.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>People evaluate art based on various criteria</p> <p>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p> <p>People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p>	<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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? DEI</p> <p>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?</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p>How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people</p>
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	<p>contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p> <p>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? DEI</p>
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STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

- continue to appreciate, connect to and respond to art
- understand arts cultural connection
- use the Principles of Design
- explore and create using various art techniques and medias

SUGGESTED ACTIVITIES

- use lines and shapes to create both observational and imaginative drawings
- identify the emotional properties of lines in art
- embroidery- turn a "line" of floss into an abstract design
- draw a picture using one continuous line
- use lines and shape in an expressive manner in a piece of artwork
- use lines and shapes to create zentangles
- use shapes to create compositions and recognizable forms
- differentiate between geometric and organic shapes
- use lines and shapes to create abstract art
- group colors into specific categories, such as primary and secondary colors, complimentary or warm and cool colors
- create and understand a color wheel
- create tints and shades
- weave- see how colors react when woven together
- *projects vary each year by the theme for the year **DEI, Climate Change**
- *students will do the above using any combination of drawing, painting, sculpting, printmaking, collage, assemblage or fiber arts

EVIDENCE OF LEARNING

Formative Assessments: Teacher observation Pre-drawings of student work Informal table critiques with peers Rubric check ins Do-now warm up prompts	Summative Assessment: Student Production Teacher observation combined with self assessment rubrics for each large assignment
Benchmark Assessment: Individualized Instruction Series of created work that demonstrate growth	Alternative Assessments: Presentations Student verbalization of their activities Alternate medium choice Portfolio Assessment

INSTRUCTIONAL RESOURCES

Core Instructional Resource: -Classroom Art Supplies -Art Reproductions -Story Books to correlate to projects	Teacher Created Materials -Teacher Exemplars -Teacher created worksheets -Teacher created instructional videos	Supplemental Resources: Creative Process rubric Internet Resources: artsonia.com youtube.com theartofed.com Deepspacesparkle.com Cassie Stephens
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INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:

Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers

UNIT 2-**VALUE AND TEXTURE****UNIT SUMMARY**

In this unit, students will...

- Further explore the use of value and texture within the principles of design
- Gain an understanding of hue, tints and shades and learn how to use them correctly
- be able to create implied texture realistically using 2D media
- be able to add to texture to 3D Projects

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Attend to financial wellbeing

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in problem solving them

Model integrity,ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity,increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

9.1: Personal Financial Literacy

Civic Responsibility

Financial Institutions

Financial Psychology

Planning and Budgeting

Risk Management and

Insurance

Civic Financial Responsibility

Credit Profile

Economic and Government
Influences

Credit and Debt Management

9.2: Career Awareness, Exploration & Preparation, and Training

Career Awareness (K-2)

Career Awareness and
Planning (3-5)

Career Awareness and
Planning (6-8)

Career Awareness and
Planning (9-12)

9.4 Life Literacies and Key Skills

A. Creativity and Innovation

B Critical Thinking and
Problem-solving

C. Digital Citizenship

D. Global and Cultural
Awareness

E. Information and Media
Literacy

F. Technology Literacy

9.3: Career and Technical Education

Agriculture

Architecture

Arts,A/V, Technology

Business Management

Education

Finance

Government

Health Science

Hospital & Tourism

Human Services

Information Tech.

Law and Public Safety

Manufacturing

Marketing

Science, Technology,

Engineering & Math

Trans./Logistics

TECHNOLOGY STANDARDS

8.1: Computer Science

A. Computing systems

8.2 Design Thinking

A. Engineering Design

<p>B. Networks and the Internet C. Impacts of Computing D. Data & Analysis E. Algorithms & Programming</p>	<p>B. Interaction of Technology and Humans C. Nature of Technology D. Effects of Technology on the Natural World E. Ethics & Culture</p>
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.</p> <p>People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>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.</p> <p>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.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective?</p> <p>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?</p> <p>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?</p> <p>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?</p>

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.

People gain insights into meanings of artworks by engaging in the process of art criticism.

People evaluate art based on various criteria

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

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?

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?

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?

How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

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?

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?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

- continue to appreciate, connect to and respond to art
- understand arts cultural connection
- use the Elements of Art and Principles of Design
- explore and create using various art techniques and medias

SUGGESTED ACTIVITIES

- continue to explore creating value with different mediums
- use different techniques such as stippling or cross hatching to create a grayscale
- using paint create tints and shades of a color to use in a composition
- create a flower showing value in the petals and texture in the center
- Use chalk to draw round spheres to create a snowman
- use value to paint a winter landscape
- show value by drawing 3D forms
- explore, produce and name different types of textures, both implied and visual
- create realistic texture in a 2D work
- create texture with needle felting
- add texture to a 3D work
- use value and texture to add another layer of interest to a composition
- *projects vary each year by the theme for the year

*students will do the above using any combination of drawing, painting, sculpting, printmaking, collage, assemblage or fiber arts

EVIDENCE OF LEARNING**Formative Assessments:**

Teacher observation
Pre-drawings of student work
Sketchbook checks
Informal table critiques with peers
Rubric check ins
Do-now warm up prompts

Summative Assessment:

Student Production
Teacher observation combined with self assessment rubrics for each large assignment

Benchmark Assessment:

Individualized Instruction
Series of created work that demonstrate growth

Alternative Assessments:

Presentations
Student verbalization of their activities
Alternate medium choice
Portfolio Assessment

INSTRUCTIONAL RESOURCES**Core Instructional Resource:**

- Classroom Art Supplies
- Art Reproductions

Teacher Created Materials

- Teacher Exemplars
- Teacher created worksheets

Supplemental Resources:

[Creative Process rubric](#)
Internet Resources:

-Story Books to correlate to projects	-Teacher created instructional videos	artsonia.com youtube.com theartofed.com Deepspaceparkle.com Cassie Stephens
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INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:

Provide modified notes and access to extra copies online
 Provide oral reminders and check student work during independent work time
 Model skills/techniques to be mastered
 Check and sign assignment planner
 Preferential seating
 Pair visual prompts with verbal presentations
 Modified or scaffolded homework and classwork
 Extended time as needed
 Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments
 Pair visual prompts with visual presentations
 Check and sign assignment planner
 Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
 Extended time for assignment and assessment as needed
 Highlight key vocabulary
 Use graphic organizers
 Provide verbal and written directions
 Preferential seating with a English-speaking peer

At Risk of Failure:

Check and sign assignment planner
 Encourage class participation and reinforce skills
 Model skills and assignments
 Extended to time to complete class work
 Preferential seating
 Provide extra help outside of class and 1:1 instruction when needed
 Communicate regularly with students' other teachers
 Provide positive feedback for tasks well done
 Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
 Provide higher level reading and writing materials for literacy based activities
 Probe student to extend thinking beyond the text or connect two or more texts
 Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers

UNIT 3**FORM AND SPACE****UNIT SUMMARY**

In this unit, students will...

- Further explore the use of form and space within the principles of design
- Demonstrate space in a composition by showing perspective
- show form through using value in 2D works and sculpting 3D works

NEW JERSEY STUDENT LEARNING STANDARDS**Visual Arts Standards:**

- 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.
- 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.
- 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.

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.

INTERDISCIPLINARY CONNECTIONS

NJSLS- English Language Arts:

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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).

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

NJSLS-Mathematics:

3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement

3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category

4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).

4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; l, ml; hr, min, sec.

4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.A.3 Recognize a line of symmetry for a two dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts

NJSLS-Science:

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features

4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

NJSLS-Computer Science and Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

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.

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

NJSLS-Life Literacies and Key skills:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

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.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.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

Act as a responsible and contributing citizen and employee.

Attend to financial wellbeing

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in problem solving them

Model integrity,ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity,increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

9.1: Personal Financial Literacy

Civic Responsibility
Financial Institutions

9.2: Career Awareness, Exploration & Preparation, and Training

Career Awareness (K-2)

9.3: Career and Technical Education

Agriculture
Architecture

Financial Psychology Planning and Budgeting Risk Management and Insurance Civic Financial Responsibility Credit Profile Economic and Government Influences Credit and Debt Management	Career Awareness and Planning (3-5) Career Awareness and Planning (6-8) Career Awareness and Planning (9-12) 9.4 Life Literacies and Key Skills A. Creativity and Innovation B. Critical Thinking and Problem-solving C. Digital Citizenship D. Global and Cultural Awareness E. Information and Media Literacy F. Technology Literacy	Arts,A/V, Technology Business Management Education Finance Government Health Science Hospital & Tourism Human Services Information Tech. Law and Public Safety Manufacturing Marketing Science, Technology, Engineering & Math Trans./Logistics
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TECHNOLOGY STANDARDS

8.1: Computer Science

- A. Computing systems
- B. Networks and the Internet
- C. Impacts of Computing
- D. Data & Analysis
- E. Algorithms & Programming

8.2 Design Thinking

- A. Engineering Design
- B. Interaction of Technology and Humans
- C. Nature of Technology
- D. Effects of Technology on the Natural World
- E. Ethics & Culture

ENDURING UNDERSTANDINGS

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

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.

ESSENTIAL QUESTIONS

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?

<p>People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>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.</p> <p>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.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>People evaluate art based on various criteria</p> <p>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p> <p>People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p>	<p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p> <p>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?</p>
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- use the Elements of Art and Principles of Design
- explore and create using various art techniques and medias

SUGGESTED ACTIVITIES

- create form using a culmination of clay techniques including slab, pinch pot, and coils
- use value in 2D art to create a representation of form
- use geometry terms and draw/ paint basic forms (cone, sphere, cube etc.)
- use block, magnet tiles and other classroom supplies to build forms
- use overlapping to show perspective and depth
- draw using one point perspective
- create cubes and turn them into buildings or gift boxes
- understand and use negative space
- create a mixed media sculpture **DEI**
- papier mache
- *projects vary each year by the theme for the year

*students will do the above using any combination of drawing, painting, sculpting, printmaking, collage, assemblage or fiber arts

EVIDENCE OF LEARNING

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Pre-drawings of student work
Sketchbook checks
Informal table critiques with peers
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-Teacher created worksheets
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Internet Resources:
artsonia.com
youtube.com
theartofed.com
Deepspacesparkle.com
Cassie Stephens

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