

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3

Content Area: Visual Arts

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Recommended Pacing Guide

Creating	6-9 days
Performing	6-9 days
Responding	6-9 days
Connecting	6-9 days
MEDIA ARTS EMBEDDED IN EVERY UNIT	ONGOING

The NJSLS-VPA are comprised of artistic processes, anchor standards, practices, and performance expectations of the [NJSLS-VPA](#)ns. The artistic processes: creating, performing/presenting/producing, responding, and connecting, are the foundation for developing artistic literacy and fluency in the arts. These processes are the cognitive and physical actions by which arts learning and making are realized across the five arts disciplines.

Eleven anchor standards describe the general knowledge and skills that students are to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and serve as the tangible educational expression of artistic literacy. As illustrated below, each of the anchor standards is derived from one of the five artistic processes.

Creating

- Anchor Standard 1: Conceptualizing and generating ideas.
- Anchor Standard 2: Organizing and developing ideas.
- Anchor Standard 3: Refining and completing products.

Performing/Presenting/Producing

- Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 5: Selecting, analyzing and interpreting work.
- Anchor Standard 6: Conveying meaning through art.

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3

Content Area: Visual Arts

Responding

- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 8: Applying criteria to evaluate products.
- Anchor Standard 9: Interpreting intent and meaning.

Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Suggested Accommodations For All Units

English Language Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as using sticks to provide 1 minute breaks for student to take a walk
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3

Content Area: Visual Arts

- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs such as figurative language conjunction function
- Assign a picture or movement to vocabulary words
- Small group instruction- guided reading and guided writing
- Use Audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can’t write
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

504 Plans

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Technology resources
- Build and review* background information / academic vocabulary (provide lists of new vocabulary ahead of time)
- Subject specific Word Wall/Word Bank
- Gradual Release of Responsibility Model
- Visual Cues/Models
- Allow for differentiated assessment as long as it meets requirements / demonstrates proficiency of NJSLs
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3

Content Area: Visual Arts

- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.
- Do not single out students with disabilities

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use Audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Provide skeleton models with sentence starters for writing *
- Provide models and graphic organizers for writing *
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3	Content Area: Visual Arts
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Instruction, Peer Buddies)

- Provide immediate praise and feedback
- Provide high interest topics/options
- Offering help, encouragement, and caring when needed

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Unit 1: Creating	Duration: 5-6 days
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Performance Expectations

Anchor 1

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.

Anchor 2

- 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.

Anchor 3

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking

MEDIA ARTS

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Essential Questions: How do media artists generate ideas and formulate artistic intent? How does

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3

Content Area: Visual Arts

collaboration expand and affect the creative process? How can creative risks be encouraged?

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
- 1.2.5.Cr1e: Model ideas and plans in an effective direction.
- 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

Essential Questions: How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

- 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

Essential Questions: How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

- 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

Primary Interdisciplinary Connections:

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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).

C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Math Standards

- 3.M.B. Geometric measurement: understand concepts of area and relate area to multiplication and to addition
- 3.G.A. Reason with shapes and their attributes

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3

Content Area: Visual Arts

Computer Science and Design Thinking -2020 New Jersey Student Learning Standards –

- 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
 - 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
 - 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.s.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.DC.6:** Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7:** Explain how posting and commenting in social spaces can have positive or negative consequences.
- 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).

Evidence of Student Learning

Formative Assessments:

- Teacher observation
- Student participation
- Verbal Q&A (Check for understanding)
- Self evaluation of performance and progress
 - Exit ticket
 - Thumbs up/sideways/down
- Classroom discussion
- Anecdotal Notes

Alternative Assessments:

- End of unit project
- Teacher Observation
- Checklist
- Student Performance Rubric
- Untimed Writing Assessment
- Stop & Jot Activities
- Student Conversation Rubric
- Written Response Sentence Starters provided with Writing Assessment
- Exit Slips Draw a Picture to Show Understanding with Verbal Explanation
- Teacher Created/Modified Assessment

**Tuckerton Borough School District
2022-2023 Curriculum**

Grade: Grade 3

Content Area: Visual Arts

Summative Assessments:

- Student participation
- Rubric Score
- Socrative (Test/Quiz)
- Google Forms (Test/Quiz)
- Project-based activities

Benchmark Assessments:

- Oral review of techniques and vocabulary

Anchor Standard 1: Generating and conceptualizing ideas

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.

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

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3	Content Area: Visual Arts
	established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
Anchor Statement 2: Organizing and Developing Ideas	
Enduring Understandings: - 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.	Essential Questions: - 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 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?
Resources We Are Family Learning for Justice NJ Holocaust Curriculum K-4 Art Games and Lessons: Teaching the Elements of Art ANNENBERG LEARNER FLEX Curriculum - The Art of Education University	

**Tuckerton Borough School District
2022-2023 Curriculum**

Grade: Grade 3

Content Area: Visual Arts

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- [Inclusivity for All Learners in the Art Room - The Art of Education University](#)
- [15 Cultural Diversity Activities For Elementary Students - Fun with Mama](#)
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- [Exploring Cultures in Your Classroom: Fun Activities to Try](#)

Anchor Standard 3: Refining and completing products.

Enduring Understanding:

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

Essential Questions:

- 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?

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3

Content Area: Visual Arts

Unit 2: Presenting

Duration: 6-7 days

NJSLA Standards Performance Expectations

Anchor 4:

- 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

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Anchor 5:

- 1.5.5.Pr5a: Prepare and present artwork safely and effectively

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Anchor 6:

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

MEDIA ARTS

Anchor Standard 4: Selecting, analyzing and interpreting work.

Enduring Understanding: Media artists integrate various media and content to develop complex, unified

artworks through a process of creation and communication.

Essential Questions: How are complex media arts experiences constructed? At what point is a work considered "complete"?

- 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

- 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

- 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems.

Essential Questions: How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

- 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
- 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
- 1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Media artists present, share and distribute media artworks through various social, cultural and political contexts.

Essential Questions: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3	Content Area: Visual Arts
a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks? • 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork. • 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks	
Evidence of Student Learning	
Formative Assessments: • Teacher observation • Student participation • Verbal Q&A (Check for understanding) • Self evaluation of performance and progress ◦ Exit ticket ◦ Thumbs up/sideways/down • Classroom discussion • Anecdotal Notes	Alternative Assessments: • End of unit project • Teacher Observation • Checklist • Student Performance Rubric • Untimed Writing Assessment • Stop & Jot Activities • Student Conversation Rubric • Written Response Sentence Starters provided with Writing Assessment • Exit Slips Draw a Picture to Show Understanding with Verbal Explanation • Teacher Created/Modified Assessment
Summative Assessments: • Student participation • Rubric Score • Socrative (Test/Quiz) • Google Forms (Test/Quiz) • Project-based activities	Benchmark Assessments: • Oral review of techniques and vocabulary
Enduring Understandings: • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation	Essential Questions: • How are artworks cared for and by whom? • What criteria, methods and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts and artworks, and select them for presentation?
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
Enduring Understandings:	Essential Questions:

**Tuckerton Borough School District
2022-2023 Curriculum**

Grade: Grade 3

Content Area: Visual Arts

- 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?

Anchor Standard 6: Conveying meaning through art

Enduring Understandings:

- 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.

Essential Questions:

- 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?

Core Instructional & Supplemental Materials

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3	Content Area: Visual Arts
Suggested Activities/Resources: Formative Tasks: Understand that art is created for a variety of purposes and functions. • Understand the impact that history and culture have on a work of art. • Understand that artists from different cultures have similar themes. • Explore how artists use colors and symbols to communicate ideas in their art. Summative Create a Milagro with symbolic representation using the technique of repousse. • Use clay to create a utilitarian form incorporating awareness historical and cultural use/purpose. • Construct a Mola using negative shape and appliqué as techniques with awareness of the Kuna's culture. • Use symmetry and symbolism in the creation of a seed spirit with cultural awareness. Create a worry doll using fiber with awareness of cultural belief system.	Varied Levels of Text: Varied Levels of Text / Resources: : • Newsela • CommonLit • ReadWorks <u>NJ Holocaust Curriculum</u> <u>K-4</u> • Flex Curriculum • <u>Art Games and Lessons: Teaching the Elements of Art</u> • <u>Google Arts & Culture</u> • <u>Resources - Research, Conservation, Teaching Getty</u> • <u>The Art Story</u> • <u>Visual Arts Cork</u> • <u>Doodles Academy</u> • <u>Arts Integration Collection Resources OER Commons</u>
Unit 3: Responding	Duration: 5-6 days
Performance Expectations	
Anchor 7 • 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. Anchor 8 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements Anchor 9 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.	
MEDIA ARTS	

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3

Content Area: Visual Arts

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

Essential Questions: How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

- 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.

- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understandings: Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.

Essential Questions: How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

Essential Questions: How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Evidence of Student Learning

Formative Assessments:

- Teacher observation
- Student participation
- Verbal Q&A (Check for understanding)
- Self evaluation of performance and progress
 - Exit ticket
 - Thumbs up/sideways/down
- Classroom discussion
- Anecdotal Notes

Alternative Assessments:

- End of unit project
- Teacher Observation
- Checklist
- Student Performance Rubric
- Untimed Writing Assessment
- Stop & Jot Activities
- Student Conversation Rubric
- Written Response Sentence Starters provided with Writing Assessment
- Exit Slips Draw a Picture to Show Understanding with Verbal Explanation
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Summative Assessments:

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3	Content Area: Visual Arts
• Student participation • Rubric Score • Socrative (Test/Quiz) • Google Forms (Test/Quiz) • Project-based activities	Benchmark Assessments: • Oral review of techniques and vocabulary
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Create using clay in additive/subtractive manner with coil technique. • Construct a collagraph printing plate and print a series with awareness of numbering the prints. • Visual Arts Construct a character using paper mache using additive sculpture with an armature. • Illustrate a landscape using 1-point perspective. • Create an artwork showing a sunset/sunrise and silhouette with awareness of light behind a foreground image and with awareness of the science behind color in the atmosphere. • Create a still-life using shape and showing depth of space. • Illustrate a scene through a window with depth of space visible in the foreground interior and in a distant landscape through the window. Writing and Research on the following • To help recognize and identify art from various cultures you must look at the components of the artwork including materials, design, technique and subject matter. • Many cultures use symbols to communicate ideas through their art. • Colors can symbolize different things to different people and cultures	Varied Levels of Text: • Flex Curriculum • Art Games and Lessons: Teaching the Elements of Art • Google Arts & Culture • Resources - Research, Conservation, Teaching Getty • The Art Story • Visual Arts Cork • Doodles Academy • Arts Integration Collection Resources OER Commons • 15 Cultural Diversity Activities For Elementary Students - Fun with Mama • Exploring Cultures in Your Classroom: Fun Activities to Try

**Tuckerton Borough School District
2022-2023 Curriculum**

Grade: Grade 3

Content Area: Visual Arts

Anchor Standard 7: Perceiving and analyzing products

Enduring Understandings:

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

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?

Anchor Standard 8: Interpreting intent and meaning

Enduring Understandings:

- 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?

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understandings:

- : People evaluate art based on various criteria

Essential Questions:

- 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?

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3

Content Area: Visual Arts

Unit 4: Connecting

Performance Expectations

Anchor 10:

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary

Anchor 11

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.

MEDIA ARTS

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences.

Essential Questions: How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?

- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances a media artist's work.

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 mirror aspects of life?

How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

- 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

- 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy

Evidence of Student Learning

Tuckerton Borough School District
2022-2023 Curriculum

Grade: Grade 3	Content Area: Visual Arts
Formative Assessments: • Teacher observation • Student participation • Verbal Q&A (Check for understanding) • Self evaluation of performance and progress ◦ Exit ticket ◦ Thumbs up/sideways/down • Classroom discussion • Anecdotal Notes	Alternative Assessments: • End of unit project • Teacher Observation • Checklist • Student Performance Rubric • Untimed Writing Assessment • Stop & Jot Activities • Student Conversation Rubric • Written Response Sentence Starters provided with Writing Assessment • Exit Slips Draw a Picture to Show Understanding with Verbal Explanation • Teacher Created/Modified Assessment
Summative Assessments: • Student participation • Rubric Score • Socrative (Test/Quiz) • Google Forms (Test/Quiz) • Project-based activities	Benchmark Assessments: • Oral review of techniques and vocabulary
Enduring Understandings: 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?
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	
Enduring Understandings: 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?

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Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Illustrate a landscape using 1-point perspective.

- Create an artwork showing a sunset/sunrise and silhouette with awareness of light behind a foreground image and with awareness of the science behind color in the atmosphere.
- Create a still-life using shape and showing depth of space
- Compares and contrasts use of art elements & principles in different media (includes two and three dimensional work)

Varied Levels of Text:

[Flex Curriculum](#)

[Art Games and Lessons: Teaching the Elements of Art](#)

[Google Arts & Culture](#)

[Resources - Research, Conservation, Teaching | Getty](#)

[The Art Story](#)

[Visual Arts Cork](#)

[Doodles Academy](#)

[Arts Integration Collection Resources | OER Commons](#)

[Inclusivity for All Learners in the Art Room - The Art of Education University](#)