



West Windsor-Plainsboro Regional School District
Art
Grade 3

Unit 1: Abstract/Non-Objective	
Content Area: Visual Art	
Course & Grade Level: Art, Grade 3	
Summary and Rationale	
In order to understand the artistic process, students are introduced to creating, performing, responding, and connecting to the visual arts.	
Artists do not always create art based on what they see, rather they can create based on emotion, imagination, and experimentation.	
Recommended Pacing	
35 days	
New Jersey Student Learning Standards for Visual and Performing Arts	
Creating	
CPI #	Cumulative Progress Indicator (CPI)
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 artmaking 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.
Presenting	
CPI #	Cumulative Progress Indicator (CPI)
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.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
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.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)

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 changes
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
RL.K.10.	Actively engage in group reading activities with purpose and understanding
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.2.ITH.2	Explain the purpose of a product and its value
Interdisciplinary Standards (Social Studies)	
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● 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 develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● 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. ● 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 art-making, 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. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● 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 work? ● How do artists and designers learn from trial and error? 	

- What responsibilities come with the freedom to create?
- How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work?
- How does refining artwork affect its meaning to the viewer?
- 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 is visual art?
- What is the value of engaging in the process of art criticism?
- How does one determine criteria to evaluate a work of art?
- 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?

Objectives

When CREATING, we are learning to/that:

- Individually and collaboratively envision and develop ideas through small group discussion and/or recording
- Engage in group and individual brainstorming sessions to develop ideas, personal connections, and solutions to artistic problem through divergent thinking
- Play with materials and techniques to discover new ways of working.
- Take care of studio space and materials by being safe and responsible with tools
- Artists can explore concepts to find new ways to express their ideas
- Artists reflect on their artwork and make changes based on reflection.

When PRESENTING, we are learning to/that:

- Understand the role of a curator.
- Understand how curators prepare and present artwork safely.
- Curators discuss how exhibits and museums provide information about artworks on display with artist statements.
- Museum educators provide opportunities for visitors to engage with art, giving visitors the tools to connect with and interpret artworks on their own

When RESPONDING, we are learning to/that:

- View a variety of artworks closely.
- Look to other artists (in my classroom and in the global art community) for inspiration.
- Engage with artworks through an understanding of art history.
- Thoughtfully assess artwork by discussing with my classmates

When CONNECTING, we are learning to/that:

- Artwork can tell a story about my identity, feelings, and the world I observe.
- Continue to understand commonalities between artworks.
- Continue to create artwork that communicates authentic life experiences.

Over the course of the year, at the teacher's discretion, projects should include the following media:

- Drawing
 - Pencil, pen/marker, crayon, chalk pastel/oil pastel, colored pencil

- Painting
 - Tempera, watercolor, acrylic
- Printmaking
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials
- Clay
 - Pinch and pull techniques
 - Earthenware and/or air dry
 - Coil
 - Slip, score, secure/attach

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text:

This course does not have a textbook. Each classroom has numerous art books and materials, which are utilized in instruction along with internet resources.

Unit 2: Portrait/Self-Identity**Content Area: Visual Art****Course & Grade Level: Art, Grade 3****Summary and Rationale**

In order to understand the artistic process, students are introduced to creating, performing, responding, and connecting to the visual arts.

Artists do not always create art based on what they see, rather they can create based on emotion, imagination, and experimentation.

Recommended Pacing

35 days

New Jersey Student Learning Standards for Visual and Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
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 artmaking 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.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
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.

Responding

CPI #	Cumulative Progress Indicator (CPI)
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.

Connecting

CPI #	Cumulative Progress Indicator (CPI)
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 changes
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
RL.K.10.	Actively engage in group reading activities with purpose and understanding
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.2.ITH.2	Explain the purpose of a product and its value
Interdisciplinary Standards (Social Studies)	
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● 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 develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● 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. ● 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 art-making, 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. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● 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 work? ● How do artists and designers learn from trial and error? ● What responsibilities come with the freedom to create? ● How do artists and designers create works of art or design that effectively communicate? 	

- What role does persistence play in revising, refining, and developing work?
- How does refining artwork affect its meaning to the viewer?
- 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 is visual art?
- What is the value of engaging in the process of art criticism?
- How does one determine criteria to evaluate a work of art?
- 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?

Objectives

When CREATING, we are learning to/that:

- Individually and collaboratively envision and develop ideas through small group discussion and/or recording
- Engage in group and individual brainstorming sessions to develop ideas, personal connections, and solutions to artistic problem through divergent thinking
- Play with materials and techniques to discover new ways of working.
- Take care of studio space and materials by being safe and responsible with tools
- Artists can explore concepts to find new ways to express their ideas
- Artists reflect on their artwork and make changes based on reflection.

When PRESENTING, we are learning to/that:

- Understand the role of a curator.
- Understand how curators prepare and present artwork safely.
- Curators discuss how exhibits and museums provide information about artworks on display with artist statements.
- Museum educators provide opportunities for visitors to engage with art, giving visitors the tools to connect with and interpret artworks on their own

When RESPONDING, we are learning to/that:

- View a variety of artworks closely.
- Look to other artists (in my classroom and in the global art community) for inspiration.
- Engage with artworks through an understanding of art history.
- Thoughtfully assess artwork by discussing with my classmates

When CONNECTING, we are learning to/that:

- Artwork can tell a story about my identity, feelings, and the world I observe.
- Continue to understand commonalities between artworks.
- Continue to create artwork that communicates authentic life experiences.

Over the course of the year, at the teacher's discretion, projects should include the following media:

- Drawing
 - Pencil, pen/marker, crayon, chalk pastel/oil pastel, colored pencil
- Painting
 - Tempera, watercolor, acrylic

- Printmaking
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials
- Clay
 - Pinch and pull techniques
 - Earthenware and/or air dry
 - Coil
 - Slip, score, secure/attach

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations

Resources

Core Text:

This course does not have a textbook. Each classroom has numerous art books and materials, which are utilized in instruction along with internet resources.

Unit 3: Still Life/Materials Study**Content Area: Visual Art****Course & Grade Level: Art, Grade 3****Summary and Rationale**

In order to understand the artistic process, students are introduced to creating, performing, responding, and connecting to the visual arts.

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Recommended Pacing

35 days

New Jersey Student Learning Standards for Visual and Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
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 artmaking 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.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
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.

Responding

CPI #	Cumulative Progress Indicator (CPI)
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.

Connecting

CPI #	Cumulative Progress Indicator (CPI)
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 changes
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
RL.K.10.	Actively engage in group reading activities with purpose and understanding
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.2.ITH.2	Explain the purpose of a product and its value
Interdisciplinary Standards (Social Studies)	
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● 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 develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● 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. ● 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 art-making, 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. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● 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 work? ● How do artists and designers learn from trial and error? ● What responsibilities come with the freedom to create? ● How do artists and designers create works of art or design that effectively communicate? 	

- What role does persistence play in revising, refining, and developing work?
- How does refining artwork affect its meaning to the viewer?
- What is an art museum?
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- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What is visual art?
- What is the value of engaging in the process of art criticism?
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Objectives

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- Take care of studio space and materials by being safe and responsible with tools
- Artists can explore concepts to find new ways to express their ideas
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- Understand the role of a curator.
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When RESPONDING, we are learning to/that:

- View a variety of artworks closely.
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When CONNECTING, we are learning to/that:

- Artwork can tell a story about my identity, feelings, and the world I observe.
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- Continue to create artwork that communicates authentic life experiences.

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- Printmaking
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials
- Clay
 - Pinch and pull techniques
 - Earthenware and/or air dry
 - Coil
 - Slip, score, secure/attach

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations

Resources

Core Text:

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Unit 4: Landscape, Cityscapes/Nature**Content Area: Visual Art****Course & Grade Level: Art, Grade 3****Summary and Rationale**

In order to understand the artistic process, students are introduced to creating, performing, responding, and connecting to the visual arts.

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Recommended Pacing

35 days

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CPI #	Cumulative Progress Indicator (CPI)
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1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
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.

Responding

CPI #	Cumulative Progress Indicator (CPI)
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.

Connecting

CPI #	Cumulative Progress Indicator (CPI)
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 changes
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Standard:	
CPI #	Cumulative Progress Indicator (CPI)
RL.K.10.	Actively engage in group reading activities with purpose and understanding
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
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CPI #	Cumulative Progress Indicator (CPI)
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Interdisciplinary Standards (Social Studies)	
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● 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 develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● 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. ● 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 art-making, 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. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● 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 work? ● How do artists and designers learn from trial and error? ● What responsibilities come with the freedom to create? ● How do artists and designers create works of art or design that effectively communicate? 	

- What role does persistence play in revising, refining, and developing work?
- How does refining artwork affect its meaning to the viewer?
- 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 is visual art?
- What is the value of engaging in the process of art criticism?
- How does one determine criteria to evaluate a work of art?
- 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?

Objectives

When CREATING, we are learning to/that:

- Individually and collaboratively envision and develop ideas through small group discussion and/or recording
- Engage in group and individual brainstorming sessions to develop ideas, personal connections, and solutions to artistic problem through divergent thinking
- Play with materials and techniques to discover new ways of working.
- Take care of studio space and materials by being safe and responsible with tools
- Artists can explore concepts to find new ways to express their ideas
- Artists reflect on their artwork and make changes based on reflection.

When PRESENTING, we are learning to/that:

- Understand the role of a curator.
- Understand how curators prepare and present artwork safely.
- Curators discuss how exhibits and museums provide information about artworks on display with artist statements.
- Museum educators provide opportunities for visitors to engage with art, giving visitors the tools to connect with and interpret artworks on their own

When RESPONDING, we are learning to/that:

- View a variety of artworks closely.
- Look to other artists (in my classroom and in the global art community) for inspiration.
- Engage with artworks through an understanding of art history.
- Thoughtfully assess artwork by discussing with my classmates

When CONNECTING, we are learning to/that:

- Artwork can tell a story about my identity, feelings, and the world I observe.
- Continue to understand commonalities between artworks.
- Continue to create artwork that communicates authentic life experiences.

Over the course of the year, at the teacher's discretion, projects should include the following media:

- Drawing
 - Pencil, pen/marker, crayon, chalk pastel/oil pastel, colored pencil
- Painting
 - Tempera, watercolor, acrylic

- Printmaking
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials
- Clay
 - Pinch and pull techniques
 - Earthenware and/or air dry
 - Coil
 - Slip, score, secure/attach

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations

Resources

Core Text:

This course does not have a textbook. Each classroom has numerous art books and materials, which are utilized in instruction along with internet resources.