

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.

	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)

Communicate how art is used to inform the values, beliefs and culture of an individual or society. Communicate how art is used to inform others about global issues, including climate changes
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
Cumulative Progress Indicator (CPI)
Actively engage in group reading activities with purpose and understanding
rsey Student Learning Standards for Career Readiness, Life Literacies and Key Skills
Cumulative Progress Indicator (CPI)
Demonstrate openness to new ideas and perspectives
Demonstrate originality and inventiveness in work
v Jersey Student Learning Standards for Computer Science and Design Thinking
Cumulative Progress Indicator (CPI)
Explain the purpose of a product and its value
Interdisciplinary Standards (Social Studies)
Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture
Instructional Focus
Inderstandings
designers shape artistic investigations, following or breaking with traditions in pursuit of creative goals. designers develop excellence through practice and constructive critique, reflecting on, revising, work over time. ifacts, and artworks collected, preserved, or presented either by artists, museums, or other imunicate meaning and a record of social, cultural, and political experiences resulting in the of appreciation and understanding. esthetic and empathetic awareness developed through engagement with art can lead to ing and appreciation of self, others, the natural world, and constructed environments. nfluences understanding of and responses to the world. insights into meanings of artworks by engaging in the process of art criticism. uate art based on various criteria -making, people make meaning by investigating and developing awareness of perceptions, and experiences. elop ideas and understandings of society, culture, and history through their interactions with
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tions, attitudes, and behaviors support creativity and innovative thinking? rs prevent or encourage people to take creative risks? ollaboration expand the creative process? nowing the contexts, histories, and traditions of art forms help us create works of art and sts follow or break from established traditions? sts work? sts 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?

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 •
 - 0 Tempera, watercolor, acrylic
- Printmaking •
 - Monoprint, fingerprints, collagraph, stamps, found objects, rubbings 0
- Mixed-media including textiles
 - Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials
- Clay .
 - Pinch and pull techniques 0
 - 0 Earthenware and/or air dry
 - Coil
 - Slip, score, secure/attach 0

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. <u>Accommodations</u>		
Resources		
Core Text:		
This course does not have a textbook. Each classroom has numerous art books and materials, which are utilized in		

This 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.

	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.
West Wi	ndsor-Plainsboro RSD

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 Je	rsey Student Learning Standards for Career Readiness, Life Literacies and Key Skills
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives
9.4.2.Cl.2	Demonstrate originality and inventiveness in work
	v Jersey Student Learning Standards for Computer Science and Design Thinking
	Cumulative Progress Indicator (CPI)
	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 L	
	nd innovative thinking are essential life skills that can be developed.
	designers shape artistic investigations, following or breaking with traditions in pursuit of creativ
art-making	
-	designers develop excellence through practice and constructive critique, reflecting on, revising,
	work over time.
-	ifacts, and artworks collected, preserved, or presented either by artists, museums, or other
	municate meaning and a record of social, cultural, and political experiences resulting in the
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	Evidence of Learning
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🗹 Alterna	itive Assessment
🗹 Benchn	nark
Assessment pla	in includes teacher-designed formative and summative assessments, a district common assessment,
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Unit 3: Still Life/Materials Study

Content Area: Visual Art

Course & Grade Level: Art, Grade 3

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West Wi	ndsor-Plainsboro RSD

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- 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?

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

Printm	aking
0	Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
 Mixed- 	media including textiles
0	Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials
 Clay 	
0	Pinch and pull techniques
0	Earthenware and/or air dry
0	Coil
0	Slip, score, secure/attach
	Evidence of Learning
🗹 Format	tive Assessment
🗹 Summa	ative Assessment
🗹 Alterna	ative Assessment
🗹 Benchr	nark
Assessment pla	an includes teacher-designed formative and summative assessments, a district common assessment,
self-assessmen	ts, and performance tasks. During each common, formative, and summative assessment, teachers
will provide alt	ernative assessment opportunities that adhere to 504 and IEP requirements. Alternative
assessments ar	e individualized for the needs of all students. Accommodations
	Resources
Core Text:	
This course doe	as not have a texthook. Each classroom has numerous art hooks and materials, which are utilized in

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 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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conceptual vocabulary.	CPI #	Cumulative Progress Indicator (CPI)
	1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and
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	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 Je	ersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives
9.4.2.Cl.2	Demonstrate originality and inventiveness in work
I	w 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
	and innovative thinking are essential life skills that can be developed.
	designers shape artistic investigations, following or breaking with traditions in pursuit of creativ
 Artists and art-making 	
-	-
	designers develop excellence through practice and constructive critique, reflecting on, revising,
	g work over time.
	tifacts, and artworks collected, preserved, or presented either by artists, museums, or other
	nmunicate meaning and a record of social, cultural, and political experiences resulting in the
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- 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?

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

Printma	aking
0	Monoprint, fingerprints, collagraph, stamps, found objects, rubbings
 Mixed- 	media including textiles
0	Manipulation, construction, scissor skills, tearing, glue, basic folding, laying and overlapping materials
 Clay 	
0	Pinch and pull techniques
0	Earthenware and/or air dry
0	Coil
0	Slip, score, secure/attach
	Evidence of Learning
🗹 Format	ive Assessment
🗹 Summa	ative Assessment
🗹 Alterna	itive Assessment
🗹 Benchr	nark
Assessment pla	in includes teacher-designed formative and summative assessments, a district common assessment,
self-assessmen	ts, and performance tasks. During each common, formative, and summative assessment, teachers
will provide alte	ernative assessment opportunities that adhere to 504 and IEP requirements. Alternative
assessments ar	e individualized for the needs of all students. Accommodations
	Resources
Core Text:	
This course doe	as not have a textbook. Each classroom has numerous art books and materials, which are utilized in

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