

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Visual Arts

Introduction

Students will manipulate the elements of art and principles of design to create works of art based on observations of the physical world using various materials, tools and techniques. An introduction to the concepts of line, color, shape, form, and texture in art will be ongoing throughout the school year. All art units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3	Content Area: Visual Arts
-----------------	----------------------------------

Original Adoption: October 23, 2018
Revised on: March 18, 2019
Revised by: C. McBride, C. Sheplin

Recommended Pacing Guide	
Artists Express Themselves Through Design	9 Days
There Are Many Reasons People Create Art	12 Days
There Are Many Ways to Create Art (Exploring Methods and Media)	12 Days

*There are about 35 visual art classes throughout the school year.

Unit 1: Artists Express Themselves Through Design	Duration: 9 Days
Standards/Learning Targets	
New Jersey Student Learning Focus Standards:	
<ul style="list-style-type: none"> ● 1.1 The Creative Process: ● 1.2 History of the Arts and Culture: ● 1.3 Performance ● 1.4A Aesthetic Responses ● 1.4B Critique Methodologies 	
New Jersey Student Learning Supporting Standards:	
<ul style="list-style-type: none"> ● 1.1 The Creative Process: <ul style="list-style-type: none"> ○ 1.1.5.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. ○ 1.1.5.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. ● 1.2 History of the Arts and Culture: <ul style="list-style-type: none"> ○ 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. ● 1.3 Performance: <ul style="list-style-type: none"> ○ 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. 	

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Visual Arts

- 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
- 1.4A Aesthetic Responses:
 - 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
 - 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
 - 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4B Critique Methodologies:
 - 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
 - 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
 - 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.
 - 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

- SL.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

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Visual Arts

topic, and link their comments to the remarks of others.

- D. Explain their own ideas and understanding in light of the discussion.

- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Math Standards

- 3.MD—Measurement and Data
- 3.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Enhance ability to think visually and communicate ideas in visual ways.

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3	Content Area: Visual Arts
----------	---------------------------

<ul style="list-style-type: none">● Create art works from imagination, observations and experiences.● Continue to develop a basic understanding of the principles of design: unity, variety balance, movement, harmony, emphasis, proportion, pattern and rhythm.● Apply the basic principles of balance, harmony, unity, emphasis, proportion and movement to works of art. Identify and utilize different color schemes in works of art.● Express thoughts and ideas about works of art using art vocabulary.● Critique works of art by describing what is seen, analyzing how it was organized, interpreting what the artist was trying to communicate and making a judgment if it is a successful work of art.	<ul style="list-style-type: none">● Self-Assessment● Class Participation● Rubric/checklist for completion and understanding
<p>Summative Assessments:</p> <ul style="list-style-type: none">● Illustrate a building including architectural elements and representing a functional form on a two dimensional plane.● Explore communication of shape through a Matisse-type cut paper composition using geometric and organic shape, color, and balance.● Paint a Cezanne-style still-life showing depth of space through overlap and placement on the picture plane.● Construct a Picasso-style cubism self portrait using cut papers.● Paint a Van Gogh-style landscape depicting movement through brush strokes.● Illustrate, using watercolor, an O’Keeffe-style object that uses closure by extending beyond the picture plane.● Use geometric and organic shape in a Leger-style composition using glued	<p>Benchmark Assessments:</p> <ul style="list-style-type: none">● Oral review of techniques and vocabulary● Beginning of Year, Mid-Year, and End-of-Year Portfolio

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3	Content Area: Visual Arts
----------	---------------------------

geometric shaped tissue paper and organic shaped painted silhouette.	
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none">● The Principles of Art (balance, unity, emphasis, proportion, pattern, rhythm and movement) are the ways that the Elements of Art (color, line, shape, form, texture and space) are arranged.● A work of art has Harmony when the art elements are organized in a pleasing way.● Movement is the feeling of motion in an artwork created by repeating lines, shapes or colors.● Introduction to Color Schemes: Complementary color scheme Colors that are opposite each other on the color wheel. When placed next to each other have a vibrant look.● Visual Art Analogous color scheme Colors that are next to each other on the color wheel.● Analogous colors are harmonious and pleasing to the eye.● Triadic color scheme uses three colors equally spaced around the color wheel. This scheme offers strong visual contrast while retaining balanced harmony.● Monochromatic color scheme Using a single color with variations in lightness and darkness. The monochromatic scheme gives a feeling of balance and is visually soothing.● Critiquing someone’s artwork, including your own, allows you to discover the strengths and weaknesses of art.● In each step of art criticism, you are answering a different question:<ul style="list-style-type: none">○ Description: What do I see?	Essential Questions: <ul style="list-style-type: none">● How do artists express themselves?● Can everything you see in art be put into words?● How can art capture our attention?● How can art keep our attention?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3	Content Area: Visual Arts
-----------------	----------------------------------

<ul style="list-style-type: none">○ Analysis: How is the work organized?○ Interpretation: What is the artist trying to communicate?○ Judgment: Is this a successful work of art?	
--	--

Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none">● The Art of Education https://www.theartofed.com/● Deep Space Sparkle https://www.deepspacesparkle.com/● Cassie Stephens https://cassiestephens.blogspot.com/● www.funart4kids.blogspot.com● www.nga.gov/kids/kids.html● www.kids.albrightknox.org/loader.html● www.schoolspecialty.com● www.artsconnected.org/tookit● www.ancientegypt.co.uk/menu.html● www.eduweb.com/insideart/.com	Varied Levels of Text: <ul style="list-style-type: none">● NewsELA● CommonLit● ReadWorks
---	---

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Translate directions for project into native language
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide adjustable tables or chairs

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Visual Arts

- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take frequent breaks, such as after completing a task
- Take a test in several timed sessions or over several days

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Preferential Seating
- Finish a project in several timed sessions or over several days
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide all materials to complete projects
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3	Content Area: Visual Arts
----------	---------------------------

Unit 2: There are many reasons people create art.	Duration: 12 Days
Standards/Learning Targets	
New Jersey Student Learning Focus Standards: <ul style="list-style-type: none">● 1.1 The Creative Process:● 1.2 History of the Arts and Culture:● 1.3 Performance● 1.4A Aesthetic Responses● 1.4B Critique Methodologies	
New Jersey Student Learning Supporting Standards: <ul style="list-style-type: none">● 1.1 The Creative Process:<ul style="list-style-type: none">○ 1.1.5.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.○ 1.1.5.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.● 1.2 History of the Arts and Culture:<ul style="list-style-type: none">○ 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.○ 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.○ 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.● 1.3 Performance:<ul style="list-style-type: none">○ 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.○ 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.○ 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.○ 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.	

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Visual Arts

- 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
- 1.4A Aesthetic Responses:
 - 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4B Critique Methodologies:
 - 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
 - 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
 - 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

Primary Interdisciplinary Connections:

- SL.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.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Math Standards

- 3.MD—Measurement and Data
- 3.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3	Content Area: Visual Arts
-----------------	----------------------------------

knowledge and develop innovative products and process using technology.

- 21st Century Themes/Career Readiness:**
- CRP2. Apply appropriate academic and technical skills.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP6. Demonstrate creativity and innovation.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

- 21st Century Life and Career Standards**
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
 - 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
 - 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

<p>Formative Tasks: Understand that art is created for a variety of purposes and functions.</p> <ul style="list-style-type: none"> ● 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. ● Apply styles and techniques from cultural artworks to create a work of art with personal meaning. 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Check-In Notes ● Group/individual oral assessment ● Class critique ● Self-Assessment ● Class Participation ● Rubric/checklist for completion and understanding
--	--

<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Use 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. ● Use symmetry and symbolism. 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral review of techniques and vocabulary ● Beginning of Year, Mid-Year, and End-of Year Portfolio
---	---

Knowledge & Skills

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3	Content Area: Visual Arts
-----------------	----------------------------------

Enduring Understandings: <ul style="list-style-type: none">● Throughout history artists have created art for a variety of purposes and functions.● 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.	Essential Questions: <ul style="list-style-type: none">● Why do people make art?● What is art's purpose?● What can be learned by studying the art of various cultures?
---	---

Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none">● The Art of Education https://www.theartofed.com/● Deep Space Sparkle https://www.deepspacesparkle.com/● Cassie Stephens https://cassiestephens.blogspot.com/● www.funart4kids.blogspot.com● www.nga.gov/kids/kids.html● www.kids.albrightknox.org/loader.html● www.schoolspecialty.com● www.artsconnected.org/tookit● www.ancientegypt.co.uk/menu.html● www.eduweb.com/insideart/.com	Varied Levels of Text: <ul style="list-style-type: none">● NewsELA● CommonLit● ReadWorks● EPIC
---	--

Modifications/Accommodations

English Language Learners: <ul style="list-style-type: none">● Provide clear and specific directions● Model directions and provide gestures to increase understanding● Translate directions for project into native language● Show photos, videos, and definitions when possible for culturally unique vocabulary

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Visual Arts

- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide adjustable tables or chairs
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take frequent breaks, such as after completing a task
- Take a test in several timed sessions or over several days

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Preferential Seating
- Finish a project in several timed sessions or over several days
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide all materials to complete projects
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Visual Arts

- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Unit 3: There Are Many Ways to Create Art

Duration: 12 Days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1 The Creative Process:
- 1.2 History of the Arts and Culture:
- 1.3 Performance
- 1.4A Aesthetic Responses
- 1.4B Critique Methodologies

New Jersey Student Learning Supporting Standards:

- 1.1 The Creative Process:
 - 1.1.5.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
 - 1.1.5.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.2 History of the Arts and Culture:
 - 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
 - 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
 - 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.3 Performance:
 - 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
 - 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Visual Arts

- terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
 - 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
 - 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
- 1.4A Aesthetic Responses:
 - 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
 - 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
 - 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
 - 1.4B Critique Methodologies:
 - 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
 - 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
 - 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
 - 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.
 - 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

- SL.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).

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3	Content Area: Visual Arts
-----------------	----------------------------------

- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
 - SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 - SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Math Standards
- 3.MD—Measurement and Data
 - 3.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Understand that artists use a variety of methods and media as a tool for self-expression.

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Visual Arts

- Develop creative art making skills by utilizing methods and media appropriate to a variety of art forms including drawing, painting, sculpting and printmaking.
- Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, printing inks and select appropriate tools in the production of works of art.
- Utilize a variety of art tools, materials and processes responsibly, appropriately and safely.
- Compares and contrasts use of art elements & principles in different media (includes two and three dimensional work).
- Develop technique of making a 2-dimensional shape look like a 3-dimensional form using value and shading.
- Apply the drawing and painting technique, inspired by the artist Cezanne to break down all objects you see into the basic forms of a sphere, cube, cylinder or cone.
- Manipulate clay to create using additive and subtractive techniques.

- Self-Assessment
- Class Participation
- Rubric/checklist for completion and understanding

Summative Assessments:

- 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.
- Construct an object using paper mache.
- Illustrate a landscape using 1-point perspective.
- Create an artwork showing a silhouette with awareness of light behind a foreground image.
- Create a still-life using shape and showing depth of space.

Benchmark Assessments:

- Oral review of techniques and vocabulary
- Beginning of Year, Mid-Year, and End-of Year Portfolio

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3	Content Area: Visual Arts
-----------------	----------------------------------

- Illustrate a scene with depth of space visible in the foreground interior.
(* Projects used for summative assessments may vary from year to year)

Knowledge & Skills

Enduring Understandings:

- Media are the materials used by an artist to create a work of art.
- Artists use a variety of techniques and processes to manipulate media to achieve desired effects.
- Artists use different methods and media as tools to communicate.
- There are many forms of visual arts, each having its own characteristics.
 - Drawing involves making marks on a surface by applying pressure from a tool such as pencils, pen and ink, crayons, charcoals, pastels and markers. The main techniques used in drawing are: hatching, cross hatching, scribbling and blending.
 - Painting is the application of pigments to a surface using an application tool such as a brush, but other objects may be used.
 - Sculpting is the development of a three dimensional solid form created by shaping a material such as clay, metal or wood using additive and/or subtractive sculptural techniques.
 - Printmaking is where a picture or design is made from pressing an inked plate to paper. When printing an artist uses tools such as a printing plate, printing inks, brayer and printing press.

Essential Questions:

- Why are there so many ways to create art?
- What can be learned by exploring different art methods and materials?
- What type of decisions do artists make when creating art?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3	Content Area: Visual Arts
-----------------	----------------------------------

<ul style="list-style-type: none">○ An artist can make a 2-dimensional shape look like a 3-dimensional form using value and shading.○ Paul Cezanne is an important artist in art history who believed all things in nature could be broken down into the basic forms of a sphere, cylinder or cone.	
--	--

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none">● The Art of Education https://www.theartofed.com/● Deep Space Sparkle https://www.deepspacesparkle.com/● Cassie Stephens https://cassiestephens.blogspot.com/● www.funart4kids.blogspot.com● www.nga.gov/kids/kids.html● www.kids.albrightknox.org/loader.html● www.schoolspecialty.com● www.artsconnected.org/tookit● www.ancientegypt.co.uk/menu.html● www.eduweb.com/insideart/.com	<p>Varied Levels of Text:</p> <ul style="list-style-type: none">● NewsELA● CommonLit● ReadWorks● EPIC
--	---

Modifications/Accommodations

<p>English Language Learners:</p> <ul style="list-style-type: none">● Provide clear and specific directions● Model directions and provide gestures to increase understanding● Translate directions for project into native language● Show photos, videos, and definitions when possible for culturally unique vocabulary● Create a nurturing environment with structured routines
--

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Visual Arts

- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide adjustable tables or chairs
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take frequent breaks, such as after completing a task
- Take a test in several timed sessions or over several days

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Preferential Seating
- Finish a project in several timed sessions or over several days
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide all materials to complete projects
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3

Content Area: Visual Arts

- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals