

Title

Type

Document

Authors

Subject

Course

Grade(s)

Location

Curriculum Writing History

Notes

Attachments

Third Grade Art

Individual

Map

Thomas Kuplin, Christine LaPosta, Jane Frances Speronza, Marie Pessolano

Visual and Performing Arts

Art Grade 3

03

Franklin , Jefferson , Kennedy , Nixon

Title : Third Grade Art
Type : Individual

	September				October				November				December				January				February				March				April				May				June			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
September/Week 1 - June/Week 40																																								
Crafts and Textiles																																								
September/Week 1 - June/Week 40																																								
Graphics																																								
September/Week 1 - June/Week 40																																								
Painting																																								
September/Week 1 - June/Week 40																																								
Printmaking																																								
September/Week 1 - June/Week 40																																								
Sculpture																																								

Duration: September/Week 1 - June/Week 40

UNIT NAME: Crafts and Textiles

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be able to investigate the Elements and Principles of Art and Design as the foundation of all design:</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by medium.</p> <p>Critique: Students will develop a tool to measure art (Elements of Art and Principles of Design Rubric.)</p> <p>Art History: Students will investigate the media used in art throughout history.</p>	<p>"Each arts discipline offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world. How would our world be different without art?"</p> <p>"How can we measure our own artwork? Why is it important to measure our progress or change?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 3-dimensional, bisque, clay, pot, kiln, greenware, firing, scoring, slip, glaze, bone dry, slab, papier mache, adhesion, mask-making, metal, metal-tooling, foil, etching, emboss, wire, weaving, bead, threading, weft, warp, wrap, clock-wise</p>	<p>SWBAT create a project using crafts and textiles.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey] 1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey] 1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.3.5.2-Contextual clues to culturally specific thematic content,</p>
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					<p>symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 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. (03-05) [State:New Jersey] 1.4.5-Aesthetic Responses & Critique Methodologies: All</p>
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Title : Third Grade Art
Type : Individual

					<p>students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 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). (03-05) [State:New Jersey] 1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey]</p>
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Plans:
U Crafts and Textiles - 3rd grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Graphics

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be able to investigate the Elements and Principles of Art and Design as the foundation of all design:</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by medium.</p> <p>Critique: Students will develop a tool to measure art (Elements of Art and Principles of Design Rubric).</p> <p>Art History: Students will investigate the media used in art throughout history.</p>	<p>"Why is it important to understand and be able to use different types of mediums and art tools?"</p> <p>"Each arts discipline offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world. How would our world be different without art?"</p> <p>"How can we measure our own artwork? Why is it important to measure our progress or change?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, Graphic Art</p>	<p>SWBAT create a project using graphic art.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey]</p> <p>1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey]</p> <p>1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey]</p> <p>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. (03-05)[State:New Jersey]</p> <p>1.3.5.2-Contextual clues to culturally specific thematic content,</p>
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					<p>symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 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. (03-05) [State:New Jersey] 1.4.5-Aesthetic Responses & Critique Methodologies: All</p>
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Title : Third Grade Art
Type : Individual

					students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 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). (03-05) [State:New Jersey] 1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey]
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Plans:
U Graphics - 3rd grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Painting

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be able to investigate the Elements and Principles of Art and Design as the foundation of all design:</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by medium.</p> <p>Critique: Students will develop a tool to measure art (Elements of Art and Principles of Design Rubric.)</p> <p>Art History: Students will investigate the media used in art throughout history.</p>	<p>"Why is it important to understand and be able to use different types of mediums and art tools?"</p> <p>"Each arts discipline offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world. How would our world be different without art?"</p> <p>"How can we measure our own artwork? Why is it important to measure our progress or change?"</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity</p>	<p>SWBAT create a project using paint.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey] 1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey] 1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.3.5.2-Contextual clues to culturally specific thematic content,</p>
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					<p>symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 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. (03-05) [State:New Jersey] 1.4.5-Aesthetic Responses & Critique Methodologies: All</p>
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Title : Third Grade Art
Type : Individual

					<p>students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 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). (03-05) [State:New Jersey] 1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey]</p>
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Plans:
U Painting- 3rd grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Printmaking

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Elements and Principles of Art and Design:</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Aesthetics: Students will learn that art can be organized by medium.</p> <p>Critique: Students will develop a tool to measure art (Elements of Art and Principles of Design Rubric).</p> <p>Art History: Students will investigate the media used in art throughout history.</p>	<p>How can art medium selection affect the outcome of an artwork? (Do all art media produce the same effects in a piece of art?)</p> <p>*Translation: How does what we use to make art change the way it looks?</p> <p>What tools do I need to complete this project? What problem does each tool address?</p> <p>Symbols convey meaning in all cultures; why is it important to know the meaning of symbols in cultures other than our own?</p> <p>We must develop a tool to measure art. What tools can we use to measure the merit of artworks? How can opinions differ on the merits of artwork?</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 2-dimensional, printmaking, ink, brayer, block print, print, linoleum print, monoprint, engraving, etching, printing press, silkscreen</p>	<p>SWBAT create a project using printmaking.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey] 1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey] 1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.3.5.2-Contextual clues to culturally specific thematic content,</p>
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					<p>symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 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. (03-05) [State:New Jersey] 1.4.5-Aesthetic Responses & Critique Methodologies: All</p>
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Title : Third Grade Art
Type : Individual

					students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey] 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). (03-05) [State:New Jersey] 1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey]
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Plans:
U Printmaking - 3rd grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Sculpture

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Elements and Principles of Art and Design:</p> <p><u>Elements</u> line, shape, space, color, value, texture, and form</p> <p><u>Principles</u> balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p>	<p>How can art medium selection affect the outcome of an artwork? (Do all art media produce the same effects in a piece of art?)</p> <p>*Translation: How does what we use to make art change the way it looks?</p> <p>What tools do I need to complete this project? What problem does each tool address?</p> <p>Symbols convey meaning in all cultures; why is it important to know the meaning of symbols in cultures other than our own?</p> <p>We must develop a tool to measure art. What tools can we use to measure the merit of artworks? How can opinions differ on the merits of artwork?</p>	<p>Suggested vocabulary: line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 3-dimensional, bisque, clay, pot, kiln, greenware, firing, scoring, slip, glaze, bone dry, slab, papier mache, adhesion, mask-making, metal, metal-tooling, foil, etching, emboss, wire</p>	<p>SWBAT create a 3-dimensional form.</p>		<p>1.1.5-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.1.5.1-Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (03-05) [State:New Jersey]</p> <p>1.1.5.D.1-Identify elements of art and principles of design that are evident in everyday life. (03-05)[State:New Jersey]</p> <p>1.1.5.2-The elements of art and principles of design are universal. (03-05)[State:New Jersey]</p> <p>1.1.5.D.2-Compare and contrast works of art in various mediums that use the same art elements and principles of design. (03-05)[State:New Jersey]</p> <p>1.2.5-History of the Arts</p>

					<p>and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. (03-05) [State:New Jersey]</p> <p>1.2.5.1-Art and culture reflect and affect each other. (03-05)[State:New Jersey]</p> <p>1.2.5.A.1-Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. (03-05) [State:New Jersey]</p> <p>1.3.5-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (03-05)[State:New Jersey]</p> <p>1.3.5.1-The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. (03-05) [State:New Jersey]</p> <p>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</p>
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					<p>employ the elements of art and principles of design. (03-05)[State:New Jersey] 1.3.5.2-Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. (03-05) [State:New Jersey] 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. (03-05)[State:New Jersey] 1.3.5.4-The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (03-05) [State:New Jersey] 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</p>
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					<p>mediums to create original works of art. (03-05) [State:New Jersey] 1.4.5.3-Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. (03-05)[State:New Jersey] 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). (03-05) [State:New Jersey] 1.4.5.2-Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (03-05) [State:New Jersey] 1.4.5.B.2-Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. (03-05) [State:New Jersey]</p>
<p>Plans: U Sculpture - 3rd grade</p>					