

## GRADE 3 – Unit 2 DRAWING and PAINTING: “Observational vs. Expressive”

### Mission Statement

### Unit Overview

In unit 2, students will learn to:

- identify and explore basic drawing and painting techniques inspired by different cultures, art styles throughout history, and/or work of famous artists.
- create abstract and realistic lines in an artwork.
- use and follow proper painting procedures to learn basic color-mixing and theory skills.
- use the Art Elements & Design Principles of drawing and painting to create the illusion of SPACE in a LANDSCAPE.

### Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
1- Critique: “Art of Seeing”	3 weeks	1.5.5.Pr4a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Re8a 1.5.5.Re9a 1.5.5.Cn11a 1.5.5.Cn11b	<ul style="list-style-type: none"><li>• We will learn about the Process of Art Critique: to describe, analyze, interpret, &amp; evaluate a work of art using visual, verbal, and/or written responses inspired by Art from different cultures and throughout history.</li></ul>	<ul style="list-style-type: none"><li>• using visual, verbal, and/or written responses to critique an artwork.</li><li>• using proper procedures to discuss, question, and give constructive criticism in whole and small group formats.</li><li>• selecting, analyzing and interpreting work.</li></ul>
2- Drawing & Painting: “Observational & Expressive”	8 weeks	1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a	<ul style="list-style-type: none"><li>• We will learn about basic drawing and painting techniques</li></ul>	<ul style="list-style-type: none"><li>• creating the illusion of space in a landscape with Foreground,</li></ul>

		1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Cn10a	inspired by Art from different cultures and throughout history using the Art Elements & Design Principles.	Midground, and Background using size, placement, and value. <ul style="list-style-type: none"> <li>● Observational and expressive line drawing</li> <li>● basic color theory to apply color mixing and value shading skills</li> <li>● using proper painting procedures and techniques.</li> <li>● create, present, and share a final drawing and/ or painting for display in a hallway gallery or art show.</li> </ul>
3- Printmaking: "Making Your Mark"	4 weeks	1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Cn10a	<ul style="list-style-type: none"> <li>● We will learn how to use a variety of basic printmaking techniques after exploring the Art of Printmaking throughout history/ culture to create a printed piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>● stamping, stenciling, monoprinting...etc inspired by or taken from natural and/ or "man-made" Art.</li> <li>● create, present, and share a final print for display in a hallway gallery or art show.</li> </ul>
4- Collage: "Drawing with Scissors"	4 weeks	1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b	<ul style="list-style-type: none"> <li>● We will learn basic Collage techniques: using proper paper cutting &amp; gluing collage techniques with a variety of art media.</li> <li>● how to organize shape and space to compose a completed collage using layers.</li> </ul>	<ul style="list-style-type: none"> <li>● "Drawing with Scissors" using positive and negative shapes and spaces to create a composed and organized collage.</li> <li>● using "Actual and Invented" textures in a composed collage artwork.</li> <li>● create, present, and</li> </ul>

		1.5.5.Cn10a		share a final collage for display in a hallway gallery or art show.
5- Sculpture: “3d Form & Texture Relief”	4 weeks	1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Cn10a	<ul style="list-style-type: none"> <li>• We will learn how to identify and create a 3 dimensional sculpture form.</li> <li>• Exploration of and construction of sculpture with a variety of art media.</li> <li>• Creation of a 3d form using the organized composition of space and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• using additive and subtractive techniques to create 3d sculptural “mask” form through the exploration of a variety of art media.</li> <li>• create, present, and share a final sculpture for display in a hallway gallery or art show.</li> </ul>
6- Fiber Arts: “Woven Connections”	4 weeks	1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Cn10a	<ul style="list-style-type: none"> <li>• Basic weaving techniques using warp and weft loom construction.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper or yarn weaving</li> <li>• Knot Tying</li> <li>• create, present, and share a final fiber artwork for display in a hallway gallery or art show.</li> </ul>
7- Clay: “Pottery”	4 weeks	1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c 1.5.5.Cr3a 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Re7a 1.5.5.Re7b	<ul style="list-style-type: none"> <li>• Pottery handbuilding techniques: slab, coil, pinch, &amp; form.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and Compare Native American Clay Pottery throughout history: Art as AESTHETIC FORM vs. FUNCTION</li> <li>• create, present, and share a final clay pot for display in a hallway gallery or art show.</li> </ul>

		1.5.5.Cn10a		
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**Grade 3 – Unit 2 “DRAWING and PAINTING: Observational vs. Expressive” (4 weeks)**

**Unit Vocabulary**

line	realistic	abstract	color	foreground
midground	background	warm colors	cool colors	perspective
space	two-dimensional	horizontal	vertical	diagonal
horizon line	composition	value	primary color	secondary color

**Grade 3 – Unit 2 DRAWING and PAINTING: “Observational vs. Expressive”- 8 weeks**

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p><b>wk 1:</b> Introduction to Drawing: exploring expressive and directional LINES</p> <p><b>wk 2:</b> Using expressive lines with repeated pattern and design.</p> <p><b>wk 3 &amp; 4:</b> Drawing a Landscape using a</p>	<ul style="list-style-type: none"> <li>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</li> <li>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</li> <li>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</li> <li>1.5.5.Cr2b: Demonstrate craftsmanship through the</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>explore and use basic drawing and painting techniques inspired by different cultures, art styles throughout history, and/or work of famous artists.</li> <li>create abstract and realistic lines in an artwork.</li> <li>use and follow proper painting procedures to learn basic color-mixing and theory skills.</li> <li>use the Art Elements &amp; Design Principles of drawing and painting to create the illusion of SPACE in a LANDSCAPE.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>Generating and conceptualizing ideas.</li> <li>Organizing and developing ideas.</li> <li>Refining and completing products.</li> <li>Developing and refining techniques and models or steps needed to create products.</li> <li>Conveying meaning through art.</li> <li>Synthesizing and relating knowledge and personal experiences to create products.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>Creating</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li><a href="#">Tips on Teaching Kids Painting</a></li> <li><a href="#">Landscape drawing ideas</a></li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>learning about cityscape paintings of African American female artist: <a href="#">Faith Ringgold</a>.</li> <li>Pop Art pattern landscapes in the style of Brazilian Artist <a href="#">Romero Britto</a>.</li> <li>How to create Digital Landscape using online resources and tools. <a href="#">LINK</a></li> <li>Landscape drawing with Technology- No Photoshop required <a href="#">LINK</a></li> </ul> </li> </ul>

<p>horizon line and spatial perspective.</p> <p><b>wk 5:</b> Start Landscape PAINTING-Intro proper painting procedures</p> <p><b>wk 6 &amp; 7:</b> Review Landscape Painting procedures and continue painting projects</p> <p><b>wk 8:</b> Final Landscape Class Critique and Self-Evaluation</p>	<p>safe and respectful use of materials, tools and equipment.</p> <ul style="list-style-type: none"> <li>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</li> <li>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</li> <li>1.5.5.Pr5a: Prepare and present artwork safely and effectively</li> <li>1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</li> <li>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</li> <li>1.5.5.Re7b: Analyze visual arts including cultural associations.</li> <li>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Presenting</li> <li>Responding</li> <li>Connecting</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> <li>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</li> <li>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.</li> <li>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do artists work? How do artists and designers determine whether a particular direction in their</li> </ul>	
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		<p>work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <ul style="list-style-type: none"> <li>• 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 determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> <li>• What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> <li>• 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?</li> <li>• How do life experiences influence the way you relate to art? How does learning about art impact how we</li> </ul>	
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		<p>perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Explore</li> <li>● Investigate</li> <li>● Reflect, refine, continue</li> <li>● Select</li> <li>● Share</li> <li>● Perceive</li> <li>● Synthesize</li> <li>●</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● “Expressive Landscape Drawing &amp; Landscape Painting” Lesson Exit Tickets</li> <li>● Anecdotal notes about “Expressive Landscape Drawing &amp; Landscape Painting” project &amp; procedures during the whole group, small group and individual practice.</li> <li>● “Expressive Landscape Drawing &amp; Landscape Painting” Think, Pair, &amp; Share</li> </ul>	
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### Preparation for College, Careers, and Beyond

Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>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.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
<ul style="list-style-type: none"> <li>Literature connection: <a href="#">Tar Beach</a> by Faith Ringgold</li> <li>Science: color theory and light while following and using proper painting and color mixing procedures.</li> <li>Math: using fractions to divide visual space of a landscape.</li> <li>Social Studies: using a Compass and map making skills to review directional lines: North, South, West, East</li> </ul>	<ul style="list-style-type: none"> <li>How to create Digital Landscape using online resources and tools. <a href="#">LINK</a></li> <li>Landscape drawing with Technology- No Photoshop required <a href="#">LINK</a></li> </ul>		<ul style="list-style-type: none"> <li>learning about cityscape paintings of African American female artist/ author: Faith Ringgold.</li> </ul>			

Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>Extra time on assessments</li> <li>Use of a graphic organizer</li> <li>Use of concrete materials and objects (manipulatives)</li> <li>Opportunities for cooperative partner work</li> <li>Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>Differentiated center-based small group instruction</li> </ul>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> <li>Additional time for assignments</li> </ul>	<ul style="list-style-type: none"> <li>Enrichment projects</li> <li>Higher-level cooperative learning activities</li> <li>Provide higher-order questioning and discussion opportunities</li> <li>Tiered centers</li> <li>Tiered assignments</li> <li>Alternate assignments/ enrichment assignments</li> <li>Provide texts at higher reading level</li> <li>Extension activities</li> <li>Pairing direct instruction w/coaching to promote self directed</li> </ul>	<ul style="list-style-type: none"> <li>Continue practicing vocabulary</li> <li>Choice of test format (multiple-choice, essay, true-false)</li> <li>Vary test formats</li> <li>Read directions to student</li> <li>Provide study guides prior to tests</li> <li>Clarify test directions, read test questions</li> <li>Read test passages aloud (for comprehension assessment)</li> </ul>



<ul style="list-style-type: none"> <li>• If a manipulative is used during instruction, allow its use on a test</li> <li>• Provide reteach pages if necessary</li> <li>• Provide several ways to solve a problem if possible</li> <li>• Provide visual aids and anchor charts</li> <li>• Tiered lessons and assignments</li> <li>• Highlight key directions</li> <li>• Test in alternative site</li> <li>• Use of word processor</li> <li>• Allow for redos/retakes</li> </ul>	<ul style="list-style-type: none"> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Provision of notes or outlines</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Peer or scribe note taking</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Agenda book and checklists</li> <li>• Adjusted assignment timelines</li> <li>• Varied reinforcement procedures</li> <li>• Work in progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors or sloppy handwriting</li> </ul>	learning	
<b>Individualized Learning Opportunities</b>			
<ul style="list-style-type: none"> <li>• Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.</li> </ul>			

<b>Possible Assessments</b>			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>• Anecdotal notes during whole group, small group and individual conferences</li> <li>• Sharing strategies</li> <li>• Turn and talk</li> </ul>	<ul style="list-style-type: none"> <li>• Common Summative Assessments</li> <li>• Open-Ended Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Expressive line painting: Was the student able to identify and draw a variety of expressive and directional lines?</li> <li>• Landscape and/ or cityscape</li> </ul>	<ul style="list-style-type: none"> <li>• Expressive line painting: “Taking an Emoji for a Walk”</li> <li>• Landscape and/ or cityscape painting depicting proper composition of space and</li> </ul>

<ul style="list-style-type: none"> <li>• Stop and Jots</li> <li>• Graphic organizers</li> <li>• Running Records/skills check off</li> </ul>		<p>painting: Was the student able to use proper composition of space and perspective: foreground, midground, and background?</p> <ul style="list-style-type: none"> <li>• Was the student able to use and follow proper painting procedures?</li> </ul>	<p>perspective: foreground, midground, and background.</p> <ul style="list-style-type: none"> <li>• Mexican Amate Painting with stylized shapes and contrasting color.</li> </ul>
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