

GRADE 3 – Unit 7 CLAY” “Pottery”

Mission Statement

Unit Overview
<p>In unit 7, students will learn to:</p> <ul style="list-style-type: none"> ● identify and explore examples of Native American Clay Pottery Art as AESTHETIC FORM vs. FUNCTION for resource and inspiration. ● use and follow proper procedures during basic clay hand-building techniques: slab, coil, pinch, & form to create a piece of clay Pottery.

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"> ● We will learn about the Process of Art Critique: to describe, analyze, interpret, & evaluate a work of art using visual, verbal, and/or written responses inspired by Art from different cultures and throughout history. 	<ul style="list-style-type: none"> ● using visual, verbal, and/or written responses to critique an artwork. ● using proper procedures to discuss, question, and give constructive criticism in whole and small group formats. ● selecting, analyzing and interpreting work.
2- Drawing & Painting: “Observational & Expressive”	8 weeks	1.5.5.Cr1a 1.5.5.Cr1b 1.5.5.Cr2a 1.5.5.Cr2b 1.5.5.Cr2c	<ul style="list-style-type: none"> ● We will learn about basic drawing and painting techniques inspired by Art from different cultures and 	<ul style="list-style-type: none"> ● creating the illusion of space in a landscape with Foreground, Midground, and Background using size,

		<p>1.5.5.Cr3a 1.5.5.Re7a 1.5.5.Re7b 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Cn10a</p>	<p>throughout history using the Art Elements & Design Principles.</p>	<p>placement, and value.</p> <ul style="list-style-type: none"> ● Observational and expressive line drawing ● basic color theory to apply color mixing and value shading skills ● using proper painting procedures and techniques. ● create, present, and share a final drawing and/ or painting for display in a hallway gallery or art show.
<p>3- Printmaking: “Making Your Mark”</p>	<p>4 weeks</p>	<p>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.Re7a 1.5.5.Re7b 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Cn10a</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● stamping, stenciling, monoprinting...etc inspired by or taken from natural and/ or “man-made” Art. ● create, present, and share a final print for display in a hallway gallery or art show.
<p>4- Collage: “Drawing with Scissors”</p>	<p>4 weeks</p>	<p>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.Re7a 1.5.5.Re7b 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Cn10a</p>	<ul style="list-style-type: none"> ● Well will learn basic Collage techniques: using proper paper cutting & gluing collage techniques with a variety of art media. ● Compare & contrast 2 dimensional and 3 dimensional shapes that could be used in collage. 	<ul style="list-style-type: none"> ● “Drawing with Scissors” using positive and negative shapes and spaces to create a composed and organized collage. ● using “Actual and Invented” textures in a composed collage artwork. ● create, present, and 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.Re7a 1.5.5.Re7b 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Cn10a	<ul style="list-style-type: none"> • We will learn how to identify and create a 3 dimensional sculpture form through the exploration of and construction with a variety of art media. • Creation of a 3d form using the organized composition of space and balance. 	<ul style="list-style-type: none"> • using additive and subtractive techniques to create 3d sculptural “mask” form through the exploration of a variety of art media. • create, present, and share a final sculpture for display in a hallway gallery or art show.
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.Re7a 1.5.5.Re7b 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Cn10a	<ul style="list-style-type: none"> • Basic weaving techniques using warp and weft loom construction. 	<ul style="list-style-type: none"> • Paper or yarn weaving • Knot Tying • create, present, and share a final fiber artwork for display in a hallway gallery or art show.
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.Re7a 1.5.5.Re7b 1.5.5.Pr5a 1.5.5.Pr6a 1.5.5.Cn10a	<ul style="list-style-type: none"> • Pottery handbuilding techniques: slab, coil, pinch, & form. 	<ul style="list-style-type: none"> • Explore and Compare Native American Clay Pottery throughout history: Art as AESTHETIC FORM vs. FUNCTION • create, present, and share a final clay pot for display in a hallway gallery or art show.

GRADE 3 – Unit 7 CLAY” “Pottery” 4 weeks

Unit Vocabulary

clay	pottery	coil	slab	form
function	wedging	kiln	pinch pot	slip
score				

GRADE 3 – Unit 7 CLAY” “Pottery” (4 weeks)

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>wk 1 Intro to CLAY & Pottery Exploration of materials and techniques with whole and small groups.</p> <p>wk 2 CLAY project construction with project demo.</p> <p>wk 3 continue CLAY project construction</p> <p>wk 4 final class CLAY project project</p>	<ul style="list-style-type: none"> 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 art-making 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. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> identify, connect, and be inspired by examples of Native American Clay Pottery Art as AESTHETIC FORM vs. FUNCTION use and follow proper procedures during basic clay hand-building techniques: slab, coil, pinch, & form to create a piece of clay Pottery. <p>Anchor Standards:</p> <ul style="list-style-type: none"> Generating and conceptualizing ideas. Organizing and developing ideas. Refining and completing products. Developing and refining techniques and models or steps needed to create products. Conveying meaning through art. Synthesizing and relating knowledge and personal experiences to create products. <p>Artistic Process</p> <ul style="list-style-type: none"> Creating Presenting Responding Connecting <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking 	<ul style="list-style-type: none"> Materials <ul style="list-style-type: none"> Clay handbuilding techniques: small group centers resource Native American Pottery: History, Facts, and Symbols Video Virtual Museum for Kids - Muscogee Creek Pottery LINK Teaching Clay to Elementary Kids Video Pinch Pot Monsters resource

critique and evaluation	<ul style="list-style-type: none"> ● 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. ● 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. ● 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.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. 	<p>with traditions in pursuit of creative art-making goals.</p> <ul style="list-style-type: none"> ● 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. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● 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. ● Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. ● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do artists work? How do artists and designers determine whether a particular direction in their 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? 	
-------------------------	---	--	--

		<p>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"> ● 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? ● 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? ● 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? ● 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 do life experiences influence the way you relate to art? How does learning about art impact how we 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>Practices:</p> <ul style="list-style-type: none"> ● Explore ● Investigate 	
--	--	--	--

		<ul style="list-style-type: none"> ● Reflect, refine, continue ● Select ● Share ● Perceive ● Synthesize <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● “Clay Pottery” Lesson Exit Tickets ● Anecdotal notes about “Clay Pottery” project & following proper clay hand-building techniques and procedures during the whole group, small group and individual practice. ● “Clay Pottery” Think, Pair, & Share 	
--	--	--	--

Preparation for College, Careers, and Beyond

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

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"> ● Literature connections: The Magic of Clay by Adalucia, When Clay Sings by Byrd 	<ul style="list-style-type: none"> ● Virtual Museum for Kids - Muscogee Creek Pottery LINK 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● The Many Shapes of Clay by author/illustrator Kenesha Snead 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Blind Potter: David Katz 	<ul style="list-style-type: none"> ●

<ul style="list-style-type: none"> Baylor Earth Science: natural clay formation 						
---	--	--	--	--	--	--

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>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site Use of word processor Allow for redos/retakes 	<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"> Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information Provision of notes or outlines Concrete examples Support auditory presentations with visuals Use of a study carrel Assistance in maintaining uncluttered space Peer or scribe note taking Space for movement or breaks Extra visual and verbal cues and prompts Books on tape Graphic organizers Preferential seating Reduction of distractions Answers to be dictated Follow a routine/schedule Teach time management skills Agenda book and checklists Adjusted assignment timelines 	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment)

- Varied reinforcement procedures
- Work in progress check
- Personalized examples
- No penalty for spelling errors or sloppy handwriting

Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual conferences • Sharing strategies • Turn and talk • Stop and Jots • Graphic organizers • Running Records/skills check off 	<ul style="list-style-type: none"> • Common Summative Assessments • Open-Ended Responses 	<ul style="list-style-type: none"> • Was student able to identify, connect, and/ or be inspired by examples of Native American Clay Pottery Art as AESTHETIC FORM vs. FUNCTION? • Was student able to use and follow proper procedures during basic clay hand-building techniques: slab, coil, pinch, & form to create a piece of clay Pottery? 	<ul style="list-style-type: none"> • Clay exploration small group centers • Clay Pinch pots • Hand-built “vessel” sculptures