

Visual Art

Grade 3

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Superintendent of Schools:

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Born on **August 22, 2022**

ART 3

Course Description:

Visual Arts (3G) will implement the students' knowledge base and skill levels developed in 2nd Grade Visual Arts. This course is designed to help students develop a basic understanding of art of diverse cultures, artmaking skills, self confidence and reflection in their artmaking processes. Students will participate in a variety of in-class artmaking activities designed to develop art history knowledge and appreciation of diverse artists, gain skills with a variety of materials and techniques, and build confidence as young artists through aesthetic exposure and experience.

Course Sequence:

- UNIT # 1 - Kandinsky Abstract Artwork**
- UNIT # 2 - Color Wheel**
- UNIT # 3 - Complementary Color Waves**
- UNIT # 4 - Black & White Paper Weaving**
- UNIT # 5 - PTA Original Artworks**
- UNIT # 6 - Hundertwasser Colors**
- UNIT # 7 - Mexican Gecko**

Pre-requisite: Visual Art 2

UNIT # 1 - Kandinsky Abstract

Overview

Content Area: Art

Unit Title: Kandinsky Abstract

Grade Level(s): 3

Core Ideas:

Create an artwork inspired by Vassily Kandinsky; using Abstraction, in colors, lines and shapes.

Identify the basic concepts and elements of ABSTRACT in visual art.

Recognize Abstract Kandinsky artworks.

Improve artmaking fine motor skills.

Use the 'Follow/Drive on the Pencil Line Road' in tracing.

Make critical and aesthetic decisions when creating their artwork.

Cut and trace their own organic shape stencils.

Evaluate personal and aesthetic criteria for creativity, visual interest and perseverance.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSLs)

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.Re9a

Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

1.5.5.Cn1a

Communicate how art is used to inform the values, beliefs and culture of an individual or society.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.3

Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4.5.CI.4

Research the development process of a product and identify the role of failure as a part of the creative process

Technology Literacy (standard 8 or 9.4.(TL))

8.2.5.EC.1

Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Interdisciplinary Connection

NJSLSA.L4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

1.2.5.Re9a

Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

SEL - CASEL standards - Self reflection and awareness, collaborative with peers.

Unit Essential Question(s):

- Do you recognize objects from real life in his art?
- What do you call art is made of simple shapes and colors?
- What make an artwork abstract or realistic?
- Where did Kandinsky get his color inspiration from?
- How was Kandinsky important to other artists and art?
- Was materials are you using in a new and different way?
- Was Kandinsky able to support himself as a painter?
- What part of the artwork process was a challenge or more difficult?
- How can we evaluate our process and final artwork?

Unit Enduring Understandings:

- Kandinsky's art is abstract with simple lines and shapes. Sometimes real life objects are recognizable.
- Abstract in art is an essential concept for this unit, non-objective art opposed to realistic.
- Kandinsky believed the energy and beauty of music inspired the colors and shapes of his art.
- Kandinsky was important, because he was one of the very first abstract artists of the 20th century.
- Students create unique stencils and learn to use rulers, as new artmaking techniques.
- Working toward self reflection and gain confidence in artmaking decisions.

- Seeing mistakes or challenges as part of artmaking, with new ideas and tools.

Evidence of Learning

Formative Assessments: Visual check ins for step by step tasks, discussions, thumbs up.

Summative/Benchmark Assessment(s): Final project completion, Self Assessment sheet.

Alternative Assessments: One-on-one interview about process.

Resources/Materials: White drawing paper, index cards, pencils, rulers, circle shapes, scissors, Black markers, Oil Pastels, newspaper, construction paper to mount, rubber cement.

Teacher created Google Slide presentation, and Self Assessment worksheet.

Key Vocabulary: Abstract, Geometric, Organic, Classical Music, Composition, Line, Trace, Inspire, Recognize, Stencil.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Kandinsky and Abstract Art	Learn about Kandinsky and Abstract art. Find inspiration for artwork from Kandinsky. Abstract as an artistic goal.	Introduction of inspiration artist and exemplars, goal and concepts with Google Slides.	1 day
Create an Abstract Shape	Follow instructions on how to use materials with individual interpretation. Use unique stencil shape for personal abstract art. Improve fine motor skills.	Teacher demonstration "I Do - You Do" for all steps. Index card cut to create an organic shape stencil. Trace shape on paper 4 - 5 x.	1 day
Rulers in Abstract Art	Manipulate rulers to create straight lines in artmaking process. Understand instructions through clear implementation of tasks needed.	Draw Edge to edge lines 5 - 7x. Trace 5 - 7 circles with stencils.	1 day
Using Tracing in Abstract Art	Emphasize taking time to trace carefully. Self awareness for what neatness and accuracy means in own artmaking.	Students will trace over all lines with black sharpie pen.	1 day
Personal color decisions for Abstract Art.	Students will decide on how to best use colors for own abstract art. Best practice of manipulating new material. Keeping visual interest in mind for self.	Demonstrate by teacher – concept and use of new material. Students will use oil pastels to color / fill in some of the shapes created between lines.	2 days
Self reflection is part of art making.	Self reflection on if artwork is complete. Understand questioning as part of artmaking. Self assessment on the process and artwork. Effort to verbalize and share thoughts with group, and / or be attentive to sharing.	Complete coloring. Self assessment & evaluation worksheet. Review of artwork.	1 day

Teacher Notes: Building on prior knowledge of Kandinsky from projects in K and 1.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities

- Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. One on one time to support and scaffold.

English Language Learners

- Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers.

Midland Park Public Schools

Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none">• Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Ask to assist other students.	<ul style="list-style-type: none">• Consult with I &RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none">• Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support.	

UNIT # 2 - Color Wheel**Overview****Content Area: Art****Unit Title: Color Wheel****Grade Level(s): 3****Core Ideas:**

Paint a color wheel correctly by mixing primary colors, to include a total of 6 colors.

To represent six colors of the color wheel in the correct sequence, and identify the primary, secondary colors, and their exact relationships.

Understand the use of the system of the color wheel in aesthetic problem solving.

Utilize The Element of Art, Color, to produce and combine their own colors.

Recognize and utilize properties of Complementary, Warm and Cool colors, and their relationships.

Appreciate the beauty and use of colors by applying color wheel combinations in future artmaking.

Use specific vocabulary to clarify and analyze color concepts and references.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)****1.5.5.Cr2a**

Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b

Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Cr1b

Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**9.2.5.CAP.3**

Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Identify

9.4.5.CT.1

and gather relevant data that will aid in the problem-solving process

Technology Literacy (standard 8 or 9.4.(TL))**8.2.5.ED.1:**

Explain the functions of a system and its subsystems.

Interdisciplinary Connection**NJLSA.L4.**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - CASEL standards - Self reflection and awareness, collaborative with peers.

Unit Essential Question(s):

- Why are the Primary colors important?
- How did creating the secondary colors with watercolors help you understand the color wheel?
- How are the watercolors used to experiment in creating new colors?
- How does the correct use of watercolor important in creating new colors?
- How will understanding the color wheel help you in your future artmaking?
- Where the complementary colors located on the color wheel?
- What colors are created when complementary colors are mixed?
- What emotions or elements in nature are reflected in warm or cool colors?

Unit Enduring Understandings:

- Introduction to basic color theory, that is essential prior knowledge needed for future artistic endeavors.
- Understanding how colors are created in mixing primary and secondary colors.
- All colors can be created from primary colors. Primary are unique unto themselves.
- Gain artistic and color autonomy for their creativity, to not be dependent on a prefabricated color.
- Refine fine motor skills in painting, and color mixing.
- The color wheel is a fixed system whether it has 6 or 60 colors, and functions equally. Complementary colors are always located opposite each other on the wheel.

Evidence of Learning

Formative Assessments: Visual check ins for step by step tasks, discussions, questions & answers, thumbs up.

Summative/Benchmark Assessment(s): Final project completion, Self Assessment sheet

Alternative Assessments: One-on-one interview

Resources/Materials: 8 color Watercolor set, paintbrushes, Oaktag paper, pencils, trays, sponges, Teacher created Color Wheel Worksheet template, Video.	Key Vocabulary: Color Wheel, Sections, Primary, Secondary, Tertiary, Complementary, Opposite, Neutral, Warm and Cool Colors, Traffic Circle (review). The brush sections - ferrule, toe, bristles, heel, handle.
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is the Color Wheel?	Begin the ‘conversation’ about Color. Familiarity with how color relationships are important for creating new colors.	Introduction of activity and goal. Start with identifying and labeling, in anticipating watercolor activity.	1 day
Make my color wheel by blend my own colors.	To make color concepts and relationships concrete through real practice of mixing colors. Develop artmaking skills in how to use watercolor correctly in painting and mixing colors. Colors as vehicles of emotions and visual interest.	Teacher will work in guidance with students on Watercolor. Review of traffic circle, how to use brush and watercolors. “We Do” “You Do” Completion of Color Wheel with primary then secondary colors. Reflection on activity and Color Theory concepts.	1 day

Teacher Notes: Essential Color Theory - to build foundation going forward in 4, 5, 6 grades.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. One on one time to support and scaffold. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Ask to assist other students. 	<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 	

UNIT # 3 - Complementary Color Waves

Overview

Content Area: Art

Unit Title: Complementary Color Waves

Grade Level(s): 3

Core Ideas:

Create an artwork with the focus of complementary colors.

Learn to draw abstract forms with control and intention.

Understand the use of color wheel system in aesthetic problem solving.

Identify the primary, secondary colors, and their exact relationships as complementary colors.

Use specific vocabulary to clarify and communicate color concepts and references.

Refine fine motor skills such as manipulating paper, drawing and coloring to create a visually flowing artwork.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

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.

Interpret ideas and mood in artworks by analyzing form, structure, content, subject and visual elements.

1.5.5.Re8a

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.1

Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.3

Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.5.ED.1:

Explain the functions of a system and its subsystems.

Interdisciplinary Connection

NJLSA.L4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - CASEL standards - Self reflection and awareness, collaborative with peers.

Unit Essential Question(s):

- Why are the Primary colors important?
- Why are the Secondary and Complementary colors important?
- How does the color wheel system work to support you in this project?
- How did experimenting in creating new colors help you with this artwork?
- How will understanding the color wheel help you in your future artmaking?
- Where are the complementary colors located on the color wheel?
- What colors are created when complementary colors are mixed?
- What emotions or elements in nature are reflected in warm or cool colors?
- How do you think your drawing skills improve in this artwork?
- Can your drawing create an emotion or mood?
- How is it a challenge to draw abstract wave designs?
- Where did I do my best and how could I improve in the artmaking process?
- How does brainstorming and sharing with peers help

Unit Enduring Understandings:

- Infer and utilize basic color wheel knowledge needed for future artistic endeavors.
- Gain artistic and color autonomy for their creativity, to not be dependent on a prefabricated color.
- Refine fine motor skills in drawing, and coloring.
- The Complementary colors are always located opposite each other on the color wheel, and their relationships are essential.
- Each Complementary pair is made of a cool and a warm color; and a primary and a secondary color.
- Drawing is a skill that builds with practice, care and observation.
- Self reflection on the artmaking process is essential at each step.
- Drawing can demonstrate the mood or emotion of the artist by how lines are used.
- Brainstorming and sharing with peers can reinforce and learn new ideas and concepts, as well as support each other's creativity.

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Evidence of Learning			
Formative Assessments: Visual check ins for step by step tasks, discussions, questions & answers, thumbs up.			
Summative/Benchmark Assessment(s): Final project completion.			
Alternative Assessments: One-on-one interview about the process.			
Resources/Materials: Oaktag white paper, pencil, markers or gouache paint.		Key Vocabulary: Color Wheel, Primary, Secondary, Tertiary, Complementary, Opposite, Neutral, Warm and Cool Colors, Parallel.	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Drawing parallel lines.	Familiarity with how color relationships are important for creating new colors and designs. Utilize and improve drawing skills. Self reflecting while in drawing activity, keeping 'Parallel' and care in mind. Create personal artwork design. Implement instructions and activity.	Introduction of activity and goal. Review of color wheel. Teacher demonstration of all activities , " I Do - You Do". Folding paper. Drawing Waves Design.	1 day
What is a Complementary Color pair?	Use information from previous class to implement activity. Use care and skill in coloring design.	Review of goal and color concepts. Coloring techniques for design. Students choose color groups for designs. Coloring activity.	1 day
Check the color pairs, and color with markers.	Focusing on coloring skills to achieve aesthetically strong and complete artwork. Recalling which colors are used as pair or grouping. On going self assessing while creating.	Coloring of artwork wave designs. Artwork folded while coloring each of the 3 areas of waves.	3 days.
Looking at how the colors move in waves. And Reflecting on the process.	Self reflection on the artwork, effort and work habits. Learn to verbalize and express thoughts and feelings about artwork and process. Reflect as group on concepts learned, color theory and fine motor skills. Inferring forward - how can this unit build knowledge and skill toward other artworks.	Completion of activity. Review, sharing and self assessment.	1 day
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. One on one time to support and scaffold. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	

Midland Park Public Schools

<ul style="list-style-type: none">• Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Ask to assist other students.	<ul style="list-style-type: none">• Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none">• Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support.	

UNIT # 4 - PTA Original Art**Overview****Content Area: Art****Unit Title: PTA ORIGINAL ART****Grade Level(s): 4****Core Ideas:**

Create artwork in collaboration with MPS Elementary PTA.

Artworks created by all students with audience / viewers in mind such as family.

Visual goal is to create a joyful image to memorialize this school year for the student and their family.

Aesthetically, goal is for big and clear with bright, cheerful colors in images to be reproduced successfully.

Learn about Folk Art of diverse cultures.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSL)****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.Pr5a

Prepare and present artwork safely and effectively.

1.5.5.Re9a

Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

1.5.5.Cn11a

Communicate how art is used to inform the values, beliefs and culture of an individual or society.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**9.2.5.CAP.3**

Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Explain the need for and use of copyrights.

9.4.5.DC.1**Computer Science and Design Thinking (standard 8)****8.2.5.ED.3**

Follow step by step directions to assemble a product or solve a problem, appropriate tools to accomplish the task.

Interdisciplinary Connection**NJLSA.SL2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

1.2.5.Cr1a

Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1b

Develop individual and collaborative artistic goals for media artwork using a variety of methods.

1.2.5.Cr1d

Collaboratively form ideas, plans, and models to prepare for media artwork.

1.2.5.Cr1e

Model ideas and plans in an effective direction.

1.2.5.Cr1f

Brainstorm goals and plans for a media art audience.

1.2.5.Cr2a

Collaboratively form ideas, plans and models to prepare for media artwork.

1.2.5.Cr2b

Model ideas, plan in an effective direction.

1.2.5.Cr2c

Brainstorm goals and plans for a media art audience.

1.2.5.Pr6a

Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.

1.2.5.Pr6b

Identify and compare experiences and benefits of presenting media artworks.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

CASEL standards - Acquire and develop relationship skills at the authentic partners and communities levels.

Diversity - Folk Art of different cultures, ex: Maria Prymenckenko - Ukraine, Quilt colorfield, Warli & Madhubani Indian, Scandinavian-Nordic, Indonesian puppets.

Amistad - Gee's Bend Quilts, Tanzania Tingatinga,

Unit Essential Question(s):

- Why should non-school directions and deadlines be followed and implemented?
- Why should I care about an audience for my artwork, apart from myself?
- What is Folk Art?

Unit Enduring Understandings:

- Following and adhering to a non-school deadline and non-school instructions for artworks.
- Construct artwork for viewer other than artist, thinking of family as viewer 'clients' for their art.
- Use inspiration artist to push imagination, and gain personal artistic confidence.

<ul style="list-style-type: none"> • How does the “Follow the pencil line road” technique help and support a more successful artwork? • Why is a copyright image prohibited for this artwork? • What ideas from the imagination will work well for this artwork? • Why is drawing Big important for this artwork? 	<ul style="list-style-type: none"> • Gain confidence in drawing skills by using ‘basic lines’, to draw on a large scale for art printing. • Learn about Folk Art of different cultures, and what is a FOLK artist, compared to a trained artist. • Comprehend what copyrighted images are, and why they are prohibited from this project.
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Evidence of Learning

Formative Assessments: Visual check in for step by step tasks, Thumbs Up.

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one Interview

Resources/Materials: Elmo, smartboard, internet for exemplar images, printouts of exemplar images. PTA provided paper, pencils, color pencils, color markers of various widths, sharpeners and erasers.

Key Vocabulary: Copyright, Viewer, Audience, Folkart, Identify, Reproduce, Scale, Culture.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Folk Art to inspire, for a gift.	Find inspiration from imagination or Folk artist for artwork image. Comprehend how copyrighted images are prohibited for this artwork. Gain confidence in autonomous ideas for artwork. Follow non-school instructions to ensure successful completion of project.	Introduction to concepts, PTA guidelines, requirements and goal of project. Introduction to Inspirational artist for creativity ideas and energy. Guidelines for drawing and coloring skills. Write precise identification. Teacher demonstration of skills needed. Start art making activities.	1 day
The PTA deadline	Persevere in using imagination to create a complete and aesthetically strong artwork. Utilize “Follow the Pencil Line Road” for pencil and marker mark making. Keep their audience in mind while creating artwork. Implement drawing and coloring with care and best decision making for a successful artwork. Keep outside deadlines to stay on task.	Students continue to implement the project, with self motivated image or using inspiration folk art. Completion required by PTA deadline.	1 day

Teacher Notes: Exemplar / Inspiration artist or art tradition could change from year to year, with focus on Folkart.

Additional Resources: PTA members for additional information about project as needed.

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> • Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. One-on-one skill support. 	<ul style="list-style-type: none"> • Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> • Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Allow for creative ‘What if?’. 	<ul style="list-style-type: none"> • Consult with I &RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.

504 Students	Other:
<ul style="list-style-type: none">• Consult 504 Plan, give extra time, seat with supportive peers, frequent check ins, one on one time to support.	

UNIT # 5 - Black & White Paper Weaving

Overview

Content Area: Art

Unit Title: Black and White Paper Weaving

Grade Level(s): 3

Core Ideas:

Create an artwork with the focus on color theory choices and paper weaving.

Learn weaving and implement with paper.

Draw and color meaningful images.

Understand the use of color wheel system in aesthetic problem solving.

Identify the primary, secondary colors, and their exact relationships as complementary colors.

Use specific vocabulary to clarify and communicate color concepts.

Willingness to risk cutting and weaving artworks.

Connect weaving and measuring skills to jobs and life long use of skills.

Connect weaving with recycling and woman artist, Suzanne Tick.

Refine fine motor skills such as measuring, cutting, manipulating paper, drawing and coloring.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CI.3	

Technology Literacy (standard 8 or 9.4.(TL))

8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
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Interdisciplinary Connection

NJELA SL	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
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3-5-ETS1-3	

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

SEL - CASEL standards - Self reflection and awareness, collaborative with peers.

Woman artist - Suzanne Tick. Brings environmentalism by upcycling found materials into her weaving wall hanging artworks.

Unit Essential Question(s):

- How does weaving work?
- Why are rulers important tools in art?
- What jobs require rulers, and knowing how to measure?
- How can recycling / reusing be part of the environmental message in weaving?
- What are some recycled materials that work with weaving?
- How can upcycling be a creative part of weaving?
- How is planning an important step in weaving and artmaking?

Unit Enduring Understandings:

- Weaving is how threads combine to create a new integrated unified textile.
- Rulers are vital in art - used for measuring, such as equal and uniform segments, straight lines for clarity and neatness.
- Many careers require the skills and knowledge of standard measuring.
- Environmental awareness becomes part of the creative artmaking by reusing and recycling discarded materials.

<ul style="list-style-type: none"> ● How are you using prior color knowledge in this unit with personal color choices? ● In weaving, how are we learning from testing and experimenting? ● How does it feel to cut up another artwork for weaving? ● Was the result worth the risk of cutting your artwork? 	<ul style="list-style-type: none"> ● Use the imagination to think of what kind of discarded items can be used for weaving. ● Color theory is used as part of the artmaking. ● Weaving requires planning, measuring and preparation to bring the elements together into one new product. ● Self reflection about effort, focus and trying. ● Sometimes taking a risk can fail or succeed, but it is important to try.
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Evidence of Learning

Formative Assessments: Visual check ins for step by step tasks, discussions, thumbs up, class sharing and viewing activity.

Summative/Benchmark Assessment(s): Final project completion.

Alternative Assessments: One-on-one interview about process and weaving.

<p>Resources/Materials: Black & White Drawing paper, Color markers, Construction paper crayons, Pencils, Manila paper, Rulers, Scissors, Gluesticks. Construction paper. Recycled materials, such as mylar balloons, gift wrapping paper, plastic bags.</p>	<p>Key Vocabulary: Color Wheel, Primary, Secondary, Complementary, Warm and Cool Colors, Weaving, Warp, Weft, Vertical, Horizontal, Environmentalist, Mylar, Upcycle, Recycle.</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Weaving and recycling.	See weaving an art making form. How an artwork can communicate a value or message, such as the environment, recycling and reusing materials in artmaking. Organize ideas to prepare for next steps.	Introduction of activity and goal with Google Slide. Introduction to recycling material artist, Suzanne Tick. Review of color wheel for artwork color choices. Create folder for project.	1 day
Choosing color groups for black and white paper.	Use information from previous class to implement activity. Use care and skill in coloring design. Use prior knowledge of color relationships, to make personally meaningful decisions in designs. Utilize and improve drawing skills. Create personal artwork design. Implement instructions and activity.	Teacher demonstration of all activities , “ I Do - You Do”. Drawing designs on black and white paper. Students choose color groups for black and white papers. Coloring papers.	2 days
Practice paper weaving.	Experimenting and developing new skills in weaving art-making techniques and approaches, through invention and practice. Following instructions through directed activity for new skill. Use of new skills vocabulary.	Teacher led directed activity for a practice weaving work. Measuring, folding, cutting, and weaving paper practice. Use of ruler and scissors to implement weaving.	1 day
Take a risk to cut artwork for weaving.	Self assessment of design coloring and completion. Recall and use of learned new skills and techniques to weave. Openness to risk in cutting drawings to create new weaving artwork.	If needed, complete coloring. Teacher led weaving activity on final artwork as with practice weaving. Independent implementation to complete artwork.	1 day
Was the creative risk worth it with	Self reflection on artwork, effort and habits.	Completion and refinement of artmaking activity.	1 day

the weaving result?	Reflect as group on concepts learned, color theory and fine motor skills. Inferring forward - how can this unit build knowledge and skill toward other artworks.	Review and sharing activity with class.	
Teacher Notes: The weaving materials can vary, the colors of paper can vary.			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. One on one time to support and scaffold. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Ask to assist other students. 		<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 			

UNIT # 6 - Hundertwasser Colors

Overview

Content Area: Art

Unit Title: Black and White Paper Weaving

Grade Level(s): 3

Core Ideas:

Create a “Scape” artwork using the Color Theory concepts learned.

Utilize drawing skills such as parallel lines, concentric circles, simple shapes; and “follow the pencil line road” concepts to create a visually complete artwork.

Notice how important color is to the inspiration artist, Hundertwasser, and how he uses color in his environmentalism artworks.

Discuss and recall the difference between landscapes, cityscapes and seascapes, to use as subject of the artwork.

Integrate new artmaking techniques into artwork.

Find imaginative and dreamlike inspiration in the images of Hundertwasser.

Make the connection with Art and Environmental messages and action.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.5.Cr1a

Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

1.5.5.Cr2a

Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Re7a

Speculate about artistic processes, interpret, and compare works of art and other responses.

1.5.5.Re8a

Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Communicate how art is used to inform others about global issues, including climate changes.

1.5.5.Cn11b

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.3

Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4.5.CI.2

Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.5.EC.1

Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Interdisciplinary Connection

NJSL 3-LS4-4 LS4.D

Populations live in a variety of habitats and change in those habitats affects the organisms living there.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

SEL - CASEL standards - Self reflection and awareness, self awareness and action in Environmentalism.

Diversity - Friedenreich Hundertwasser, Austrian artist, Environmentalism pioneer artist in 1950’s - 2000’s.

Unit Essential Question(s):

- How can we "read" Hundertwasser’s artworks, do they say something, or have meaning?
- How does this artist’s work make you feel?
- Where do you think he gets his ideas from?
- How did Hundertwasser’s imaginative images inspire your ideas and artwork?
- How did Hundertwasser use his art as an Environmentalist?
- How can engaging with art lead to awareness, understanding and appreciation of ourselves, others, the natural world, and our environments?
- How are you using prior color knowledge in this unit?
- What was it like to experiment with and use 2 very different materials together, like crayon and watercolor?

Unit Enduring Understandings:

- Looking at an artist like Hundertwasser shows how a serious topic like the Environment can be brought together with imagination in artmaking.
- Environmental awareness becomes part of the creative artmaking in the subject, images and messages.
- Awareness of environmental issues and ideas through engagement with art can lead to understanding and appreciation of self, others, the natural world.
- A ‘scape’ refers to any artwork that includes the natural geography and physical forms of particular environments and places, such as Landscapes, Seascapes and Cityscapes.
- Learning to use basic lines in ever more complex ways to build and refine drawing skills.

<ul style="list-style-type: none"> • What technique did you use in your artmaking? • What kind of lines are you using to create your 'Scape'? 			
Evidence of Learning			
<p>Formative Assessments: Visual check ins for step by step tasks, questions & answers, thumbs up, class sharing and viewing activity.</p> <p>Summative/Benchmark Assessment(s): Final project completion.</p> <p>Alternative Assessments: One-on-one interview about progress and reflection.</p>			
<p>Resources/Materials: Heavy Oaktag paper, Pencils, Construction paper crayons or Oil Pastels, Watercolor palettes, Paint Brushes, Trays, Sponges, Scissors, Gluesticks, Construction paper. Teacher created 3-2-1 worksheet.</p>		<p>Key Vocabulary: Color Wheel, Vertical, Horizontal, Landscape, Seascape, Cityscape, Concentric, Parallel, Environmentalism.</p>	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Hundertwasser and Environmental art.	<p>Introduction to inspiration artist, Hundertwasser, his non-traditional use of 'Scapes' subjects and his imagination. Connect Art with Environmental activism. Build on previous Elements of Art knowledge, Color and Line, to use in this artwork.</p> <p>Build on previous knowledge of Landscapes, extending into other 'Scapes'.</p>	<p>Introduction to Hundertwasser artist with Video.</p> <p>Teacher direct instructions of goal, with examples, guidelines and demonstration. 'I Do'.</p> <p>Students begin Step # 1, in drawing a Scape from their own imagination. 'You Do'.</p>	1 day
Crayon Lines in building Scapes.	<p>Using drawing skills to create an imaginative Scape artwork.</p> <p>Reflect on each step of artmaking before progressing to next.</p> <p>Giving attention to anticipatory instructions and comments to utilize artmaking time wisely.</p>	<p>Review of goal, and inspiration artist images.</p> <p>Drawing continues, with reflecting on Scape ideas.</p> <p>Teacher and student review drawing one-on-one before next step. To draw with dark colored crayons, pressing hard over pencil lines.</p>	1 - 2 days
Watercolor to bring Scapes to life.	<p>Following instructions through directed activity for new skill.</p> <p>Use of watercolor and crayon, as new technique.</p> <p>Prior Color Theory knowledge recall, to utilize in watercolor activity.</p> <p>Self reflection in color choices, use of watercolor technique to create a personally meaningful artwork.</p> <p>Synthesizing color relationships from inspiration artworks into own artworks.</p>	<p>Class discussion to review Color Theory concepts to use with Watercolors.</p> <p>Teacher instructions for watercolor set-up, activity and clean up, "I Do".</p> <p>Students implement watercolor independently in Scape artwork, "We Do".</p>	1 - 2 days
Reflecting on artmaking toward completion.	<p>Self reflection in use of line, crayon and watercolor toward completion.</p> <p>How student is finding Hundertwasser's ideas and images useful and inspiring in artmaking process.</p> <p>Using conversations with peers and teacher to assess completion or success of artmaking tasks.</p>	<p>Review of goal and process.</p> <p>If needed, add lines, crayon and watercolor.</p> <p>Independent implementation to complete artwork.</p> <p>Completion and refinement of artmaking activity.</p>	1 day

Bring environmental issues together with reflection in Scape artworks.	Self reflection as a group on concepts learned; color theory and fine motor skills, artwork and inspiration artist. Interpreting the ideas and mood in the artworks of peers, by analyzing form, structure, context, subject, and visual elements.	Review and sharing activity with class. 3-2-1 Worksheet activity.	1 day
Teacher Notes: Ceramic project can be based on looking at Hundertwasser’s architecture in Europe.			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. One on one time to support and scaffold. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Ask to assist other students. 		<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 			

UNIT # 7 - Mexican Painted Gecko

Overview

Content Area: Art

Unit Title: Mexican Painted Gecko

Grade Level(s): 3

Core Ideas:

Create an artwork of a Gecko, with the goal of using the color theory and artmaking skills learned in 3rd Grade.

Recall and implement Color concepts.

Use a Stencil to trace the Gecko form.

Students will share, brainstorm and collaborate about color, artmaking techniques and creative ideas.

Bring personal interest and interpretation through color and technique choices.

Demonstrate skills and craftsmanship learned through the year.

Find inspiration from the Mexican Talavera Painted Ceramics, in the popular Gecko form.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.3 9.4.5.CT.4	Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
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Technology Literacy (standard 8 or 9.4.(TL))

8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
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Interdisciplinary Connection

NJELA 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.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - CASEL standards - Self reflection and awareness, collaborative with peers.

Diversity - the Mexican tradition of brightly colored Talavera Ceramics, specifically in the Gecko shape, is the inspiration.

Unit Essential Question(s):

- What color groups do you think will be the most beautiful and meaningful to you?
- How are you using prior color knowledge in this unit?
- Are Geckos and other animals equal on both sides?
- How can you use the way animals are equal on both sides in your Gecko drawing design?
- What do you call someone who's job is to make pottery or art from clay?
- Why is the Gecko a popular subject for art in Mexico?
- What art techniques will you use for your Gecko design, and why?
- How are Geckos important as part of a tropical ecosystem?

Unit Enduring Understandings:

- Geckos are a popular subject in Mexican art because they are thought to be good luck and show a healthy environment.
- Geckos eat many insects, and are an important part of many tropical ecosystems.
- How to bring art techniques, skills and decision making together for best personal image results.
- Utilize painting skills to best ability to achieve color mixing.
- Ceramics are a vital artmaking tradition in Mexico. Potters are highly skilled craftsmen.

Evidence of Learning

Formative Assessments: Visual check ins for step by step tasks, discussions, questions & answers, thumbs up, class sharing and viewing activity.

Summative/Benchmark Assessment(s): Final project completion.

Alternative Assessments: One-on-one interview about progress and reflection.

Resources/Materials: Teacher created Gecko stencil.
Heavy Oaktag paper or brown craft rool paper (12" x 18"), pencil, scissors, tempera paint, paint brushes, trays, metallic paper, transfer paper, glue sticks, markers, watercolor color pencils.

Key Vocabulary: Talavera, Pottery, Ceramics, Tropical, Stencil, Transfer, Blending, Ecosystem.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Mexican Ceramics and the Gecko.	Introduction to the tradition of Mexican Talavera Ceramics, reinforcing Color as the focus. Bring cultural and environmental ideas together in subject matter, the Gecko.	Introduction of activity and goal with Google Slide - to Mexican Talavera Ceramics, and subject matter of Gecko.	1 day
Draw and design a Gecko.	Use information from previous class to implement activity. Utilize drawing skills in Gecko design. Create designs that show the symmetry of an animal, Gecko. Create personally meaningful and imaginative artwork design.	Review of goal and previous activities. Teacher demonstration of activities "I Do - You Do". Draw Stencil Gecko on paper. Draw Designs on Gecko.	1 day
A bright and colorful Gecko.	Experimenting and developing new skills with paint and collage. Following instructions for set and clean up for artmaking. Use prior knowledge of color relationships, to make personally meaningful decisions in designs. Use symmetry during painting.	Teacher demonstration of tempera paint or paper collage. "I Do - You Do". Students independently paint.	1 - 2 days
Using collage to create Symmetry.	Self assessment of design, for where to collage in balance with painted and unpainted areas. Decision making with techniques toward completion. Recall and use of learned new skills and techniques.	Teacher demonstration of Collage. Independent implementation to complete artwork.	1 day
Conclusion with class reflection.	Cultural and artistic concepts recall. Share personally successful and less successful decisions and activities.	Completion and refinement of artmaking activities. Conclusion of unit with class discussion, review and sharing.	1 day

Teacher Notes: Unit used concept step # 1 for Ceramic implementation of Gecko design.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. One on one time to support and scaffold. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers.

Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Ask to assist other students. 	<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 	