

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



3rd Grade Art

01/2022

BOE Approved April 2022

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

### Program Overview

The Visual Art Curriculum K-3 of New Milford Public Schools provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. Through those artistic processes, the students are provided with rich experiences in the study of painting, drawing, sculpture, ceramics and mixed media to develop and fine-tune their use of art materials, tools, and technologies. Students gain an appreciation of art history and the role of the visual arts in culture. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, attainability of this curriculum is based upon a minimum of one forty-minute art class every four days for kindergarten, grade 1, and grade 2, and forty-minutes once every three days for grade 3.

Within these sequential standards based, concept driven student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the first rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards:

“Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

# NATIONAL CORE ARTS STANDARDS

<b>Cr</b> Creating	<b>Pr</b> Presenting	<b>Re</b> Responding	<b>Cn</b> Connecting
Conceiving and developing new artistic ideas and work.	Presenting (visual arts): Interpreting and sharing artistic work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Anchor Standard 1: Generalize and conceptualize artistic ideas and work.</p> <p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>CCSS-ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr1:2.3a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</p> <p>VA:Cr3:1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p> <p>VA:Re8:1.3a Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>What role does persistence play in revising, refining, and developing work?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i> information, details, artwork, media, subject matter, characteristics, form, resources, tools, technologies, ideas, artmaking.</p>	<p><i>Students will be skilled at...</i> applying, investigating, elaborating, adding, enhancing, interpreting, analyzing, and creating.</p>

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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	Neat, well-designed artwork demonstrating original design and personal choice using correct technique.	<p>PERFORMANCE TASK(S):</p> <p>Conceptualizing, creating, and constructing a 3 dimensional form investigating a variety of sculpture material using addition and subtraction methods, joining/combining materials and relief to express artistic intent.</p> <p>Suggested Activities:</p> <p>Experiment with various tools and media. Include the study Elements and Principles of Design using various 3-D media, involving but not limited to using clay, carved sculptures, papier mache, paper, wire, wood, plaster, recycled items, or master artists inspired artworks.</p>

Meaning	Explaining personal choice, using art vocabulary correctly.	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will use correct art vocabulary in reflection to discuss their original artwork.</p> <p>Assessments: Must link to unit standards and objectives.</p>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring
Transfer	<ul style="list-style-type: none"> <li>Students and teachers analyze and discuss elements of 3 dimensional form.</li> <li>Teacher demonstrates how to wedge, slip and score, and use tools to join or add clay.</li> <li>Teacher demonstrates strategies to prepare, join, and use construction techniques; to express original artistic intent using alternative media.</li> <li>Students investigate, and practice skills and receive feedback.</li> <li>Students draw a rough sketch of conceptual design applying newly learned information and receive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Students will get feedback from teacher by formative assessment.</li> <li>Direct observation</li> <li>Specific feedback</li> <li>One-on-one instruction</li> </ul>
Meaning	<ul style="list-style-type: none"> <li>Students elaborate on newly learned techniques to create 3 dimensional art form.</li> <li>Teachers will allow students to enhance their sculptures to individual skill level and personal choice.</li> </ul>	



- Students will incorporate newly learned information on tools and technologies previously demonstrated by teacher in their artmaking processes.
- Students demonstrate understanding by communicating their choice of design effectively using art vocabulary.
- Teachers will organize the sequence of learning by introducing necessary techniques for student success.

***Essential Resources***

Art room equipped with sinks, storage, and work tables.

*Ceramics* - A variety of media includes, but is not limited to: kiln, kiln accessories, earth clay, modeling materials, sculpting tools, glaze, tempera/acrylic/watercolor paints.

*Sculpture* - A variety of media includes, but is not limited to: paris craft, papier-mache, wood, wire, cardboard, paper, recycled items, scissors, glue, mod podge, tape.

*Multimedia*- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel, tablet/chromebooks, access to computer, appropriate software, and printer.

<http://www.nationalartsstandards.org/>

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Subject/Course: Art

Unit 2: 2-Dimensional Design ~ Drawing and Painting

Grade: 3

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>CCSS-ELA-LITERACY.SL.3.1d: Explain their own ideas and understanding in light of the discussion.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr.1.2.3a: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process</p> <p>VA:Cr.2.1.3a- Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>VA:Re.7.2.3a- Determine messages communicated by an image.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p>
	Creativity and innovative thinking are essential life	

	<p>skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Visual imagery influences understanding of and responses to the world.</p>	<p>How do artists and designers learn from trial and error?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>How do images influence our views of the world?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>messages, images, idea, artwork, processes, materials, resources, tools, technologies.</p>	<p><i>Students will be skilled at...</i></p> <p>applying, investigating, elaborating, creating, using, and determining.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

Acquisition	Neat, well-designed artwork demonstrating original design and personal choice using correct technique.	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Conceptualizing, creating, and constructing a 2 dimensional subject matter specific composition using appropriate techniques for using line, shape, color, texture, pattern, rhythm, movement, and direction; to express original artistic intent.</p> <p>Suggested Activities:            Include the study of the Elements and Principles of Design using, but not limited to, creating self-portraits, portraits, landscapes, printing, abstract, still-life, collage, mosaics, watercolor, symmetry, or master artists inspired artworks.</p>
Meaning	Explaining personal choice, using art vocabulary correctly.	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will use correct art vocabulary in reflection to discuss their original artwork.</p> <p>Assessments: Must link to unit standards and objectives.</p>

### Stage 3 – Learning Plan



	<p>paper(s) tape.</p> <p><i>Painting</i> - A variety of media that includes but is not limited to: brushes, tempera, tempera cakes, watercolor, acrylic, scissors, glue, mod podge</p> <p><i>Multimedia</i>- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel, tablet/chromebooks, access to computer, appropriate software, and printer.</p> <p><a href="http://www.nationalartsstandards.org/">http://www.nationalartsstandards.org/</a></p>	
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**Grade Level: Visual Art ~ Grade 3**

**Pacing Calendar 2017-2018**

<b>Unit</b>	<b>Timeline</b>
3 Dimensional Design ~ Ceramics and Sculpture	<p>September/October District-Wide Pre-Assessment</p> <p>August - June Ceramics - 4-6 weeks Sculpture - 4-6 weeks</p> <p>The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p>

Formative Descriptions:

- Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in
- Reflections
- Vocabulary usage
- Peer, self-reflection and teacher feedback during discussion and critiques

Summative Descriptions:

- Direct observation of student work
- Specific feedback
- One-on-one instruction
- Student/teacher rubric

May/June

District-Wide Summative Assessment

- Analyze and collect data

Assessments: Must link to unit standards and objectives.

<u>Unit</u>	<u>Timeline</u>
2 Dimensional Design ~ Drawing and Painting	<p data-bbox="821 138 1249 207">September/October District-Wide Pre-Assessment</p> <p data-bbox="821 251 1018 284">August - June</p> <p data-bbox="821 328 1113 360">Drawing - 4-6 weeks Painting - 4-6 weeks</p> <p data-bbox="821 404 1522 625">The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p> <p data-bbox="821 669 1155 701">Formative Descriptions:</p> <ul data-bbox="871 706 1512 966" style="list-style-type: none"> <li>• Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in</li> <li>• Reflections</li> <li>• Vocabulary usage</li> <li>• Peer, self-reflection and teacher feedback during discussion and critiques</li> </ul> <p data-bbox="821 1010 1176 1042">Summative Descriptions:</p> <ul data-bbox="871 1047 1396 1193" style="list-style-type: none"> <li>• Direct observation of student work</li> <li>• Specific feedback</li> <li>• One-on-one instruction</li> <li>• Student/teacher rubric</li> </ul> <p data-bbox="821 1274 1354 1344">May/June District-Wide Summative Assessment</p> <ul data-bbox="871 1349 1260 1382" style="list-style-type: none"> <li>• Analyze and collect data</li> </ul> <p data-bbox="821 1425 1459 1495">Assessments: Must link to unit standards and objectives.</p> <p data-bbox="892 1528 1207 1560">BOE Approved April 2022</p>



# Printmaking

## 3rd Grade

The Visual Art Curriculum K-3 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, the attainability of this curriculum is based upon a minimum of one forty-minute art class every three days for third grade.

Within these sequential standards based, concept driven student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as a rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards: “Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

# NATIONAL CORE ARTS STANDARDS

<b>Cr</b> Creating  Conceiving and developing new artistic ideas and work.	<b>Pr</b> Presenting  Presenting (visual arts): Interpreting and sharing artistic work.	<b>Re</b> Responding  Understanding and evaluating how the arts convey meaning.	<b>Cn</b> Connecting  Relating artistic ideas and work with personal meaning and external context.
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## Pacing Guide

### Printmaking: 8-10 classes

Unit	Timeline
Printmaking	<p>September/October District-Wide Pre-Assessment</p> <p>August - June Printmaking - 4-6 weeks The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p>

<p>ESTABLISHED GOALS</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p><a href="#">CCSS.ELA-LITERACY.RI.3.1</a></p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr2.1.3a- Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>VA:Cr2.2.3a-Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>VA:Re8.1.3a- Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>-Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>-Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>- People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p>-How do artists and designers learn from trial and error?</p> <p>-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?</p> <p>-How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>
	<b>Acquisition</b>	

	<p><i>Students will know...</i></p> <p>Artists, designers, forms, structures, materials, concepts, media, approaches, experimentation, safety, freedom, responsibility, artworks, insights, meanings, criticism.</p>	<p><i>Students will be skilled at...</i></p> <p>learning, caring, maintaining, understanding, following, handling, reading, knowing, using, interpreting.</p>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence

Acquisition	<p>Further information:</p> <ul style="list-style-type: none"> <li>-Neat, well-designed artwork demonstrating original design and personal choice using correct technique.</li> <li>-Handling printing materials with care and safety.</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Conceptualizing, creating, and constructing a print with a subject matter specific composition using appropriate techniques for using line, shape, color, texture, pattern, rhythm, movement, and direction; to express original artistic intent.</p> <p>Comprehending the concept of their own personal opinions from an evaluation.</p>
Meaning	<ul style="list-style-type: none"> <li>-Explaining personal choice, using art vocabulary correctly.</li> <li>-Explaining the printing process using correct terminology.</li> <li>- Distinguish their personal preferences from an evaluation.</li> </ul>	<p>-Infer meaning from a master work of art in class and/or peer discussion.</p> <p>Suggested Activities:</p> <p>Include the study of the Elements and Principles of Design using, but not limited to, stamping, relief methods, monoprints, engraving, analyzing master prints from various cultures in class discussions and master artists inspired artworks.</p>
Transfer	<ul style="list-style-type: none"> <li>-Inferring meaning from a master work of art.</li> </ul>	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>--Students will use correct art vocabulary and printing terminology in reflection to discuss their original artwork.</p> <p>--Students will demonstrate their use of safety and proper handling of tools and supplies..</p>
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Code	<b>Pre-Assessment</b>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
Acquisition	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
Transfer	<ul style="list-style-type: none"> <li>Teachers and students discuss and describe the art making process and relevant details of the printmaking process. <b>WHE</b></li> <li>Teacher leads discussion on popular imagery from various cultures, and how we identify its meaning. <b>WHEEO</b></li> <li>Students will explore their imagination to conceptualize an artistic design or artwork through various media. <b>WHE TO</b></li> <li>Teacher demonstrates the processes of a variety of printing tools to lesson specific requirements. <b>HR TO</b></li> <li>Teacher demonstrates strategies to use materials and tools safely and in each media with stamping, resist, relief, monoprints, and engraving to express original artistic ideas. <b>HER TO</b></li> <li>Students will identify and interpret new tools and techniques. <b>HET O</b></li> <li>Students will engage in experiment with newly learned techniques and materials, to create a successful print and receive feedback. <b>HER TO</b></li> <li>Students and teachers will discuss the printing process and as students create. <b>RE TO</b></li> <li>Students and teachers will discuss comparisons of their prints. <b>WER OE</b></li> <li>Teachers will allow students to tailor their artwork to individual skill level and personal choice. <b>HET O</b></li> <li>Students describe their choice of subject matter and relevant details using art vocabulary. <b>HET O</b></li> <li>Teachers will organize the sequence of learning by introducing necessary techniques for student success. <b>WHE O</b></li> </ul>	<ul style="list-style-type: none"> <li>Students will get feedback from the teacher by formative assessment.</li> <li>Direct observation</li> <li>Specific feedback</li> <li>One-on-one instruction/discussion</li> <li>Final summative assessment</li> </ul>
Meaning		



***Essential Resources:***

Art room equipped with sinks, storage, and work tables.

*Printmaking* - A variety of media that includes but is not limited to: pencil, erasers, stamps, shapes and materials to stamp, printing ink , oil pastels, ink pads, tempera paint, paint scrapers, scissors, glue, carving tools, monoprint plates, paper(s) tape, brayers, bench hooks, styrofoam plates, barens, printing plates, printing press.

*Recommended book-* Ed Emberley's Fingerprint Drawing Book.

*Multimedia-* Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel, tablet/chromebooks, access to computer, appropriate software, and printer.

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