Visual Arts Curriculum

Grade 3: Unit Three
Sculpture
Course Description

The third grade art class is a year-long course focusing on the theme of relationships (internal and external). The main focus of this course is to introduce materials to our students and provide them with a foundation skill set to communicate themselves visually through a variety of materials. Through the exploration and manipulation of various media such as paper collage, sculpture (found materials, clay, wire) drawing, and painting, we hope to inspire and foster each student’s interest in visual arts.
## Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Drawing</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Painting</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Sculpture (Wire and Paper Mache)</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Collage</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Collaborative Sculpture (Found Objects and Paper Mache)</td>
<td>7 weeks</td>
</tr>
</tbody>
</table>
## Educational Technology Standards

8.2.5.A.1, 8.2.5.B.2, 8.2.5.C.1, 8.2.5.C.7, 8.2.5.D.3, 8.2.5.E.3

### Creativity and Innovation
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.
- Identify trends and forecast possibilities.

### Critical Thinking, Problem Solving, Decision Making
- Students use critical thinking skills to plan.
- Plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

(from [http://www.iste.org](http://www.iste.org))
**Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
CRP4. Communicate clearly and effectively and with reason.  
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.  
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.  
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.  
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
<table>
<thead>
<tr>
<th>Differentiated Instruction</th>
<th>Accommodate Based on Students Individual Needs: Strategies</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Project Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments and Quizzes (art history content, elements and principles content)
- Critiques/Reflection time
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Project Rubrics
- Artists statements
- Self-evaluations
New Jersey Core Curriculum Content Standards (NJCCCS):

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  
NOTE: By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in VISUAL ART.

- 1.1.5.D.1
  Content Statement: Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
  Cumulative Progress Indicator: Identify elements of art and principles of design that are evident in everyday life.

- 1.1.5.D.2
  Content Statement: The elements of art and principles of design are universal.
  Cumulative Progress Indicator: Compare and contrast works of art in various mediums that use the same art elements and principles of design.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.  
NOTE: By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in VISUAL ART.

- 1.2.5.A.1
  Content Statement: Art and culture reflect and affect each other.
  Cumulative Progress Indicator: Recognize works of visual art as a reflection of societal values and beliefs.

- 1.2.5.A.2
  Content Statement: Characteristic approaches to content, form, style, and design define art genres.
  Cumulative Progress Indicator: Relate common artistic elements that define distinctive art genres in visual art.
1.2.5.A.3

**Content Statement:** Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

**Cumulative Progress Indicator:** Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**NOTE:** By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in VISUAL ART.

1.3.5.D.1

**Content Statement:** The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.

**Cumulative Progress Indicator:** Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.3.5.D.2

**Content Statement:** Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.

**Cumulative Progress Indicator:** Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3

**Content Statement:** Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.
Cumulative Progress Indicator: Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 
Content Statement: The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.

Cumulative Progress Indicator: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.3.5.D.5 
Content Statement: There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.

Cumulative Progress Indicator: Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

NOTE: By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in VISUAL ART.

1.4.5.A.1
Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2
Content Statement: Formalism in visual art varies according to personal, cultural, and historical contexts.

Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3
Content Statement: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
Cumulative Progress Indicator: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).

1.4.5.B.1
Content Statement: Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
Cumulative Progress Indicator: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2
Content Statement: Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
Cumulative Progress Indicator: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3
Content Statement: While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
Cumulative Progress Indicator: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art.

1.4.5.B.4
Content Statement: Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.
Cumulative Progress Indicator: Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5
Content Statement: Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).
Cumulative Progress Indicator: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
Interdisciplinary Connections

**Mathematics: Geometry**
CCSS.Math.Content.3.G.A.1
Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

CCSS.Math.Content.3.G.A.2
Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

**English Language Arts: Speaking and Listening, Writing**
CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.3.6
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CCSS.ELA-Literacy.W.3.1
Write opinion pieces on topics or texts, supporting a point of view with reasons.
**Grade:** Three  

**Unit:** Sculpture  

**Topic:** Painting

**Description:** Artists will enhance their repertoires through the manipulation of wire, paper mache and paint. Artists will continue to develop their sense of aesthetic through the use of wire, paper mache, and tempera paint to create a sculpture of a person in motion. Artists will continue to develop their critique methodology through processes of peer and self-evaluation. Artists will begin to develop their critique methodologies through the description and evaluation of well-known artworks.

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| • Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.  
  **Standard:** 1.4.5.A.2 | • How have artists shown people in motion throughout history? | • Identify historical and cultural differences in artworks with similar subject matter  
• Generate thoughtful responses to diverse types of artworks | • Examples of diverse artworks showing people in motion  
Keith Harring  
*Untitled, 1982*  
[http://www.haring.com/!/art-work/886#.VaA412ccFM](http://www.haring.com/!/art-work/886#.VaA412ccFM) | • Discuss similarities and differences between diverse artworks  
• Analyze the connections and positions of body parts in motion  
• Physically recreate famous artworks or... |
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| visual art as a reflection of societal values and beliefs. **Standard: 1.2.5.A.1** | • Identify common and distinctive characteristics of artworks from diverse cultural and **historical eras** of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. **Standard: 1.3.5.D.2** | | Dominic Benhura [http://www.kuaba.com/Dominic%20Benhura.html](http://www.kuaba.com/Dominic%20Benhura.html) | people in motion  
➢ Write about a favorite artwork of a person in motion |
| • Work individually to create two- and three-dimensional works of art that make cohesive | • What are the qualities and possibilities of wire?  
• How can artists manipulate the qualities | • Safe and careful use of wire, paper mache and paint  
• Observation of the | [Wire Qualities and Possibilities](http://www.wikihow.com/Understand-the-) | Wire Exploration (turning a “line” into form)  
➢ Paper mache |
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| visual statements and that employ the elements of art and principles of design. | and possibilities of wire to create form? • How can artists manipulate wire to show a person in motion? | qualities of wire • Exploration of the possibilities of wire • Manipulation of wire to show a body in motion | Characteristics-of-Wire | exploration with wire  
  ➢ Sculpture of a person in motion |
| **Standard: 1.3.5.D.1** | | | | |
| • Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria. | **Standard: 1.4.5.B.1** | | | |
| • Use evaluative tools, such as rubrics, for self-assessment. **Standard: 1.4.5.B.1** | | | | |
| • Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art. **Standard: 1.4.5.B.2** | **Is this an “Artwork of Quality”? Why or why not.** | **Peer and self-evaluation using objective and cooperative criteria** | Examples of objective criteria and rubrics [http://www.nj.gov/education/aps/cccs/arts/arts_assessment/index.html](http://www.nj.gov/education/aps/cccs/arts/arts_assessment/index.html) | **Interim peer-evaluations of strengths and areas for growth related to class criteria**  
  ➢ Final self-evaluation of strengths and areas for growth related to class criteria |
| | | | | |
# Unit Vocabulary

<table>
<thead>
<tr>
<th>Exploration</th>
<th>Tempera Paint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulation</td>
<td>Line</td>
</tr>
<tr>
<td>Criteria</td>
<td>Form</td>
</tr>
<tr>
<td>Quality</td>
<td>Color</td>
</tr>
<tr>
<td>Wire</td>
<td>Repetition</td>
</tr>
<tr>
<td>Paper Mache</td>
<td>Emphasis</td>
</tr>
<tr>
<td></td>
<td>Balance</td>
</tr>
</tbody>
</table>
# Unit Project (Choose 1)

**Project (Suggested)**

- Sculpture (A Person in Motion)
- Sculpture (An Animal in Motion)