

Ocean Academy Charter School
Curriculum Guide
Grade 3 - Art



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: Art	
Course Title: Art	
Grade Level: 3rd	
Unit Title	Pacing Guide in Days
Mixed Media	31 days
3 Dimensional Art	9 days

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Art	
Unit Title: Unit 1 Mixed Media	Duration: 31 days
Target Course/Grade Level: 3rd	
Introduction/Unit Focus: In this unit, students will explore the foundational techniques of drawing, painting, and collage through hands-on experiences with a variety of art materials. They will have opportunities to experiment with different mediums such as pencils, crayons, watercolor paints, acrylics, and assorted collage materials like paper, fabric, and found objects. This exploration will encourage students to discover how each medium offers unique possibilities for creative expression and how combining them can enhance their artwork. As students learn new techniques, they will be supported in developing their skills and artistic vocabulary, helping them to describe and reflect on their creative choices. Throughout the unit, projects will challenge students to integrate multiple art forms within a single piece, encouraging thoughtful experimentation and problem-solving. With teacher guidance, students	

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will gradually gain independence in blending drawing, painting, and collage to create cohesive and meaningful artworks. By the end of the unit, they will be able to demonstrate their understanding of mixed media art through completed projects that showcase their ability to combine different materials and techniques effectively.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:

(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and

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- ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Anchor Standard: New Jersey Student Learning Standards for Visual and Performing Arts	Performance Expectation	Practice
1. Generating and conceptualizing ideas	1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. 1.2.2.Cr1c: Explore form ideas for media art production with support. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.	Conceive and Explore

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2. Organizing and developing ideas	1.2.2Cr2a: Explore form ideas for media art production with support. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	Develop and Investigate
3. Refining and completing products.	1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	Reflect, Refine, Continue
4. Selecting, analyzing, and interpreting work.	1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.	Practice
5. Developing and refining techniques and models or steps needed to create products.	1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.	Integrate
6. Conveying meaning through art.	1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.	Present
7. Perceiving and analyzing products.	1.5.2.Re7a: Identify works of art based on personal connections and experiences.	Perceive

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	Describe the aesthetic characteristics within both the natural and constructed world.	
8. Interpreting intent and meaning.	1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	Interpret
9. Applying criteria to evaluate products.	1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork.	Evaluate
10. Synthesizing and relating knowledge and personal experiences to create products.	1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.	Synthesize
11. Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.	Relate

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

SL.PE.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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.	
SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
3.G.A. Reason with shapes and their attributes - 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. - 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 $\frac{1}{4}$ of the area of the shape.	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). • 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.	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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 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 (e.g., W.4.7, 8.2.5.ED.6).
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

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Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
New Jersey Student Learning Standards: Climate Change	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ● Generate and improvise multiple ideas using diverse tools, methods, and materials. ● Participate in individual and group art-making inspired by observation of the world and personal curiosity. ● Experiment with materials and tools to develop skills through various art-making approaches. ● Use art vocabulary to explain the art-making process and reflect with peers on artistic choices. ● Identify and describe artworks by recognizing subject matter, mood, details, and formal qualities. ● Combine different art forms and media content to create artworks with increasing independence. ● Categorize and discuss artworks, considering their meanings and purposes within personal and cultural contexts. ● Share observations and explain preferences when selecting and classifying artworks. ● Create artworks that tell stories or depict events from home, school, and community life. ● Explore ideas for art production with support and guidance.

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- Discuss how artworks, messages, and environments relate to daily life, culture, and media influences.
- Interact safely and respectfully with art tools, materials, and creative environments, following rules and fairness.

Unit Enduring Understandings:

Students will know...

- Creativity and innovation are important life skills that artists cultivate by following or challenging traditions.
- Artists and designers experiment with forms, materials, and processes, balancing creativity with responsibility and safety.
- Artworks gain meaning and artistic quality through the integration and refinement of aesthetic principles and components.
- Creating and sharing art involves skills for problem-solving, communication, and expression.
- Personal experiences and cultural contexts influence how artists create and how viewers interpret artworks.
- Artistic excellence develops through ongoing practice, reflection, and constructive critique.
- People engage with art to develop empathy and deeper understanding of themselves, others, and their environments.
- Art criticism and evaluation support appreciation, meaning-making, and the development of artistic skills.
- Artworks connect to history, culture, and society, helping us understand diverse perspectives and experiences.
- Artists and presenters select and preserve artworks using various criteria, techniques, and technologies.
- Art can influence societal views and mirror aspects of everyday life, culture, and personal identity.
- Media artists integrate different media and content to communicate complex ideas and intentions.
- Sharing and presenting art in social and cultural contexts enriches understanding and artistic growth.

Unit Essential Questions:

- How do artists generate ideas and decide what they want to express in their work?
- What role does collaboration play in expanding creative possibilities?
- How can we encourage creative risk-taking and innovative thinking?
- Why do artists sometimes follow traditions and other times choose to break from them?
- How do artists evaluate their work and learn from trial and error?
- What responsibilities do artists have when using materials, tools, and creative freedom?
- How do artists create artworks that communicate meaning and artistic quality?

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- What criteria and methods are used to care for, preserve, and present artworks?
- How does reflecting with others help us better understand and appreciate artworks?
- In what ways do life experiences and cultural contexts shape our responses to art?
- How can understanding art vocabulary help us “read” and interpret artworks?
- How do artworks reflect and influence the communities, histories, and societies in which they are created?
- When is a work considered finished, and how do artists decide this?
- How does presenting artwork publicly contribute to an artist’s learning and growth?
- How do different venues and formats for sharing art affect how it is experienced?

Instructional Plan

- Mixing primary colors
- Use lines, shapes, and patterns to create pictures
- Compose simple works of art to respond to selected themes
- Demonstrate proper use of materials and clean up
- Utilize art terminology
- Portraits
- Landscapes
- Still lifes
- Realistic/Abstract drawing
- Scribble drawings
- Create product in the style of a master artist
- Experiment with mixing colors
- Identify primary and secondary colors
- Experiment with various painting techniques
- Crayon/Oil resist
- Realistic/Abstract painting
- Symmetrical art
- Mosaics
- Finger and manipulative painting
- Experiment with various painting tools / stamping
- Understand that multiple mediums can be combined in a single artwork
- Printing

Drawing guides and/or tracers will be available for students who need additional help.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Learning/Response Logs/journals
- Peer/Self Assessments/rubrics

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- Presentations
- Work samples
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments

Benchmark Assessments:

- District benchmark or interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Project produced as a result of learning

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
 - Provide visuals, step-by-step instructions, and demonstrations.
 - Use graphic organizers to plan projects.
 - Pre-teach and review art vocabulary (tools, techniques, elements of art).
 - Provide small-group or one-on-one instruction.
 - Assign peer tutoring or collaborative partners.
 - Offer preferential seating close to teacher, tools, or displays.
 - Allow extra time for projects and assessments.
 - Accept oral or visual explanations instead of written responses.
 - Break down complex projects into smaller steps.
 - Provide adapted tools (e.g., easy-grip brushes, scissors, or digital alternatives).
 - Allow use of scribes, text-to-speech, or communication devices when needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for projects and assessments.
 - Offer small-group or quiet working spaces.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Provide adapted tools and materials if needed.
 - Allow use of communication devices.
-

Students at Risk of School Failure

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- Provide step-by-step directions with visuals.
 - Pre-teach vocabulary and reinforce with word banks or labels.
 - Break down assignments into manageable parts.
 - Provide peer or teacher support during projects.
 - Offer preferential seating.
 - Give frequent feedback and positive reinforcement.
 - Use real-world connections (art in community, culture, and daily life).
-

Gifted and Talented

- Ask open-ended questions that encourage interpretation and critique of art.
 - Provide opportunities for independent or extended projects.
 - Offer enrichment activities such as research on artists, movements, or cultures.
 - Encourage experimentation with new media, tools, or styles.
 - Provide choice in project themes, materials, or presentation formats.
 - Encourage leadership opportunities (mentoring peers, leading group projects).
 - Incorporate debates or critiques about art and design.
 - Encourage reflection through journals, artist statements, or presentations.
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Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, gestures, and realia (art tools, examples) to explain directions.
 - Pre-teach and revisit art vocabulary with images.
 - Provide bilingual glossaries or labeled diagrams.
 - Offer sentence frames for reflection (e.g., “My artwork shows ___ because ___”).
 - Allow extra time for projects.
 - Accept oral or visual responses instead of written explanations.
 - Pair with supportive peers for group activities.
-

Diversity and Inclusion

- Highlight and integrate art from diverse cultures and traditions.
- Allow alternative project formats to respect student backgrounds.
- Involve families by sharing cultural art traditions.
- Provide visuals and clear, accessible instructions.
- Encourage respect for all forms of artistic expression.
- Establish inclusive norms for critiques and discussions.
- Provide sufficient wait time for responses.

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- Create a structured, supportive classroom environment.

Supplemental Resources

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Art

Unit Title: Unit 2 3 Dimensional Art

Duration: 9 days

Target Course/Grade Level: Art

Introduction/Unit Focus:

In this unit, students will be introduced to the exciting world of three-dimensional (3D) art through hands-on exploration with a wide variety of media. They will learn how to create art that has depth, height, and width, moving beyond flat, two-dimensional surfaces. Using clay, paper, wire, and other tactile materials, students will discover how artists bring ideas into physical form and how 3D artworks interact with space.

Throughout the unit, students will engage with a range of instructional, supplemental, and intervention resources designed to help them understand the key differences between two-dimensional (2D) and three-dimensional art. These materials will support learners at different levels and encourage creativity and experimentation. Students will observe, compare, and analyze artworks to deepen their understanding of dimensionality in art.

As students develop their skills, they will demonstrate their knowledge by completing projects that combine various techniques and materials to create 3D artworks. These projects will challenge them to think critically about form, structure, balance, and texture. Through guided instruction and independent exploration, students will learn to express their ideas through sculptures, models, and mixed-media creations, gaining confidence in their artistic abilities.

This unit aims not only to build technical skills but also to foster a sense of curiosity and appreciation for the diverse possibilities of three-dimensional art. By the end of the unit, students will be able to recognize and create 3D art forms, understanding how artists use space and materials to communicate meaning and evoke emotion.

Disciplinary Concepts for the Unit:

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Anchor Standard: New Jersey Student Learning Standards for Visual and Performing Arts	Performance Expectation	Practice
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2. Organizing and developing ideas	1.2.2Cr2a: Explore form ideas for media art production with support. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	Develop and Investigate

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3. Refining and completing products.	1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	Reflect, Refine, Continue
4. Selecting, analyzing, and interpreting work.	1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.	Practice
5. Developing and refining techniques and models or steps needed to create products.	1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.	Integrate
6. Conveying meaning through art.	1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.	Present
7. Perceiving and analyzing products.	1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.	Perceive
8. Interpreting intent and meaning.	1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks.	Interpret

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	considering personal and cultural context. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	
9. Applying criteria to evaluate products.	1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork.	Evaluate
10. Synthesizing and relating knowledge and personal experiences to create products.	1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.	Synthesize
11. Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages ,environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.	Relate

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SL.PE.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.

- E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- F. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- G. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- H. Explain their own ideas and understanding in light of the discussion.

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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- 3.G.A. Reason with shapes and their attributes
3. 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.
 4. 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 $\frac{1}{4}$ of the area of the shape.

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). • 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 (e.g., 6.3.5.CivicsPD.3, W.5.7).
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An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> • Generate multiple ideas by brainstorming and improvising using a variety of tools, methods, and materials. • Collaborate and engage in individual art-making, inspired by observations of the world and their personal interests. • Explore and develop ideas for art creation with guidance and support. • Build skills and deepen understanding of materials and tools through hands-on experimentation with different art-making approaches. • Combine various art forms and content into unified artworks, moving toward independence with teacher support. • Use art vocabulary to explain the steps in their creative process, and reflect on artistic choices with peers. • Identify and describe artworks based on personal experiences and connections. • Observe and analyze artworks by recognizing subject matter, details, mood, and formal artistic qualities. • Discuss the meanings and purposes of artworks, considering personal, cultural, and social contexts. • Create artworks that tell stories or represent events from their home, school, and community life. • Explain their preferences for artwork selection and classification using appropriate art terminology. • Demonstrate safe, fair, and responsible use of art tools and environments.

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- Share observations and understand how artworks relate to daily life, culture, and social connections such as family and media.

Unit Enduring Understandings:

Students will know...

- 3D art transforms imagination and creative ideas into physical forms, expressing concepts through space, structure, and materials.
- Creativity and innovative thinking are important life skills that artists develop by exploring and sometimes breaking traditions.
- Artists plan, organize, and develop their ideas to effectively communicate meaning and artistic intent in their work.
- Experimentation with materials, forms, and processes is essential, balanced by safety and responsibility during art-making.
- Creating and interacting with objects, places, and designs helps define and enrich individuals' and communities' lives.
- Artistic quality is created by integrating and refining aesthetic components and principles over time.
- Developing artistic excellence comes from practice, reflection, constructive critique, and revising work.
- 3D artists combine various media and concepts to produce complex, unified artworks through creation and communication.
- Preparing artworks for display or preservation involves considering techniques, contexts, and evolving technologies.
- Artworks and artifacts preserve and share social, cultural, and political experiences, fostering appreciation and understanding.
- Personal experiences, interests, and purposes influence how artists appreciate and interpret 3D artworks.
- Engaging with art nurtures aesthetic and empathetic awareness, enhancing understanding of self, others, and the environment.
- Critical evaluation and art criticism are vital to experiencing, appreciating, and improving artworks.
- Art helps develop awareness of culture, society, history, and diverse perspectives through making and analyzing works.
- Problem-solving and creativity go hand-in-hand in the artistic process, requiring a range of skills and flexible thinking.

Unit Essential Questions:

- How do artists develop and express their creative ideas and artistic intentions?
- In what ways does collaboration influence and expand the creative process?
- What conditions and mindsets encourage or discourage taking creative risks?
- How does understanding the history and traditions of art forms help artists innovate or break from convention?

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- How do artists decide which materials, tools, and methods best support their artistic investigations?
- What role does trial, error, and persistence play in improving and refining artworks?
- Why is it important to care for and safely use materials, tools, and equipment?
- How do artists balance freedom and responsibility in their creative work?
- In what ways do objects, places, and design shape communities and individual lives?
- How do artists set goals and make decisions when designing or redesigning objects or artworks?
- What makes a 3D artwork purposeful, meaningful, and of high artistic quality?
- When is a work of art considered complete?
- How do artists choose venues and methods for sharing their work with the public?
- How does context such as time, place, audience, and culture influence artistic presentation and reception?
- How do life experiences and personal backgrounds affect how we relate to and interpret art?
- What can we learn from analyzing art, and how does it influence our view of the world?
- How does engaging in art criticism deepen our appreciation and understanding of artworks?
- How do art museums and cultural venues shape our experiences and beliefs about art?
- How does creating and experiencing art connect us to people from different cultures, times, and places?
- How do the arts intersect with other disciplines and everyday life to enrich creative expression?

Instructional Plan

- Paper collage
- Paper sculpture
- Pinch pots
- Animal sculpture
- Abstract sculpture
- Mobiles
- Jewelry
- Ornaments
- Identify basic shapes and forms
- Differentiate between two and three dimensional art
- Manipulate paper by folding, cutting, or tearing
- Demonstrate proper use of materials and clean up procedures
- Utilize art terminology

Drawing guides and/or tracers will be available for students who need additional help.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities

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- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs/journals
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments

Benchmark Assessments:

- District benchmark or interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Project produced as a result of learning

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
- Provide visuals, step-by-step instructions, and demonstrations.
- Use graphic organizers to plan projects.
- Pre-teach and review art vocabulary (tools, techniques, elements of art).
- Provide small-group or one-on-one instruction.
- Assign peer tutoring or collaborative partners.
- Offer preferential seating close to teacher, tools, or displays.
- Allow extra time for projects and assessments.
- Accept oral or visual explanations instead of written responses.
- Break down complex projects into smaller steps.
- Provide adapted tools (e.g., easy-grip brushes, scissors, or digital alternatives).
- Allow use of scribes, text-to-speech, or communication devices when needed.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for projects and assessments.
- Offer small-group or quiet working spaces.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide adapted tools and materials if needed.

- Allow use of communication devices.
-

Students at Risk of School Failure

- Provide step-by-step directions with visuals.
 - Pre-teach vocabulary and reinforce with word banks or labels.
 - Break down assignments into manageable parts.
 - Provide peer or teacher support during projects.
 - Offer preferential seating.
 - Give frequent feedback and positive reinforcement.
 - Use real-world connections (art in community, culture, and daily life).
-

Gifted and Talented

- Ask open-ended questions that encourage interpretation and critique of art.
 - Provide opportunities for independent or extended projects.
 - Offer enrichment activities such as research on artists, movements, or cultures.
 - Encourage experimentation with new media, tools, or styles.
 - Provide choice in project themes, materials, or presentation formats.
 - Encourage leadership opportunities (mentoring peers, leading group projects).
 - Incorporate debates or critiques about art and design.
 - Encourage reflection through journals, artist statements, or presentations.
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, gestures, and realia (art tools, examples) to explain directions.
 - Pre-teach and revisit art vocabulary with images.
 - Provide bilingual glossaries or labeled diagrams.
 - Offer sentence frames for reflection (e.g., “My artwork shows ___ because ___”).
 - Allow extra time for projects.
 - Accept oral or visual responses instead of written explanations.
 - Pair with supportive peers for group activities.
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Diversity and Inclusion

- Highlight and integrate art from diverse cultures and traditions.
- Allow alternative project formats to respect student backgrounds.

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- Involve families by sharing cultural art traditions.
- Provide visuals and clear, accessible instructions.
- Encourage respect for all forms of artistic expression.
- Establish inclusive norms for critiques and discussions.
- Provide sufficient wait time for responses.
- Create a structured, supportive classroom environment.

Supplemental Resources

Teacher Notes