

BENWAY SCHOOL

Art Curriculum

Grade 3



Benway School**Unit 1****Content Area:** Art**Unit Title:** *Creative Process***Grade Level:** 3**Unit Overview:** In this unit, the students will extend their previous learning by exploring tertiary colors, light/dark/middle values of color, pattern, and proportion.**Recommended Pacing:** 6-8 weeks (September-October)

Student Learning Objectives	NJSLS
Give examples of various types of line and line weights found in everyday life (e.g., bricks and mortar, tree branches, architectural details including roofline, windows, doors, etc.). Use line as the predominant element in the creation of artwork.	1.1.5.D.1
Identify mechanical or geometric shapes (e.g., circle, triangle, rectangle, square and cones) found in everyday life. Use shapes as inspiration for original artwork (e.g., <i>New Stones-Newton's Tones</i> by Tony Craig, Paul Cezanne's still life paintings etc.).	1.1.5.D.1
Identify primary, secondary, and tertiary colors in everyday life (e.g., food, the natural environment, the sky, sun, rainbows, flowers, birds etc.). Mix and incorporate primary, secondary and tertiary colors in the creation of original works of art.	1.1.5.D.1
Identify light, dark and middle values of color that are evident in everyday life and experiment with the use of value in original artwork.	1.1.5.D.1
Recognize rough and smooth surface textures that are evident in everyday life (e.g., tree bark, sandpaper, bricks, glass, whiteboard, bar of soap etc.) and collage various found textural materials to create works of art that represent differences in surface qualities.	1.1.5.D.1
Describe how three-dimensional geometric forms (i.e., cubes, spheres, cylinders and cones) are evident in everyday life (e.g., furniture and architecture, toys, cars, the natural environment, consumer products etc.). Utilize geometric forms as the primary element in original works of artwork.	1.1.5.D.1
Observe radial balance in nature (e.g., sunflowers, fireworks, snowflakes, sea urchins, spider webs etc.) and illustrate radial balance in original artwork.	1.1.5.D.1
Recognize proportion as a means of determining the relationship between size and scale in the natural environment and as a compositional tool for artists. Illustrate proportion in original artwork.	1.1.5.D.1
Identify repetition/rhythm/pattern found in the natural world (e.g., tortoise shells, frost crystals, surface of a pineapple, pine cone etc.). Design and create two-dimensional artworks reflecting the use of repetition and rhythm to create pattern.	1.1.5.D.1
Recognize emphasis (center of interest) evident in everyday life and diverse works of art in various mediums (e.g., painting by Johannes Vermeer, prints by Shunkosai Hokushu, illustrations by Norman Rockwell, sculptures by Jonathan	1.1.5.D.1

Borofsky, Duane Hanson etc.). Create works of art using the principles of design regarding emphasis, as the primary focus.	
New Jersey Student Learning Standards	Progress Indicator
Identify elements of art and principles of design that are evident in everyday life.	1.1.5.D.1
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Use a graphic organizer to organize information about problem or issue	8.1.5.A.3
Understand the need for and use of copyrights.	8.1.5.D.1
Investigate ways that various technologies are being developed and used to reduce improper use of resources.	8.2.5.B.3
Research technologies that have changed due to society's changing needs and wants.	8.2.5.B.4
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify potential sources of income.	9.1.4.A.2
Identify ways to earn and save.	9.1.4.B.5
Determine factors that influence consumer decisions related to money.	9.1.4.E.1
Apply comparison shopping skills to purchasing decisions.	9.1.4.E.2
Demonstrate an understanding of individual financial obligations and community financial obligations.	9.1.4.F.1
Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.	9.1.4.F.2
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Emphasis, surface, tertiary colors	
Evidence of Learning	
Additional Suggested Assessments:	

<ul style="list-style-type: none"> ● Art exhibition ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities: <ul style="list-style-type: none"> ● Create original works of art ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks 	
Instructional Materials: <ul style="list-style-type: none"> ● Smartboard 	
Teacher Resources: <ul style="list-style-type: none"> ● https://www.artsonia.com/ ● https://www.nga.gov/content/ngaweb/education/kids.html 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice

- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea

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- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests

<ul style="list-style-type: none">● Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)● Access to high interest texts at appropriate independent reading levels● Begin using marking the text strategy to locate information in text● Continue to develop written stories supported by teacher prompts (based on student need and interest)● Continue to develop written stories based on information from texts <p>Modifications for Assessments:</p> <ul style="list-style-type: none">● Extended time on classroom tests and quizzes● Student may take/complete tests in an alternate setting as needed● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments	<ul style="list-style-type: none">● Establish procedures for accommodations/modifications for assessments
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Benway School

Unit 2

Content Area: Art

Unit Title: *Performing*

Grade Level: 3

Unit Overview: In this unit, the students will discuss art, including still life images and artwork from various cultures.

Recommended Pacing: 6-8 weeks (October-December)

Student Learning Objectives	NJSLS
Work individually and collaboratively in a medium of choice to create a cohesive two-dimensional visual interpretation of a newsworthy issue or theme of personal significance that shows the use of the elements of line, shape, form, value, texture and color in composition.	1.3.5.D.1
Discuss the characteristics of four still life images from various historical periods of visual art and create thumbnail drawings that reflect these differing styles.	1.3.5.D.2
Describe common and distinctive characteristics of artworks from the diverse cultural and historical eras using age-appropriate stylistic terminology; describe how visual literacy and visual communications surround people in their daily lives; and use observed life situations as inspiration for two and three-dimensional art making influenced by compositional approaches from a variety of styles (e.g., cubism, surrealism, optic art, impressionism etc.).	1.3.2.D.1 and 1.3.5.D.2
New Jersey Student Learning Standards	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.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.	1.3.5.D.2
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Use a graphic organizer to organize information about problem or issue	8.1.5.A.3
Understand the need for and use of copyrights.	8.1.5.D.1
Investigate ways that various technologies are being developed and used to reduce improper use of resources.	8.2.5.B.3
Research technologies that have changed due to society's changing needs and wants.	8.2.5.B.4
New Jersey Student Learning Standards	Indicator

21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Identify potential sources of income.	9.1.4.A.2
Identify ways to earn and save.	9.1.4.B.5
Determine factors that influence consumer decisions related to money.	9.1.4.E.1
Apply comparison shopping skills to purchasing decisions.	9.1.4.E.2
Demonstrate an understanding of individual financial obligations and community financial obligations.	9.1.4.F.1
Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.	9.1.4.F.2
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Common/distinctive characteristics, compositional approaches, still life image, visual literacy/communications	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Art exhibition ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Create original works of art ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/how it is utilized, different time periods and usage) 	
Instructional Materials:	
<ul style="list-style-type: none"> ● Smartboard 	
Teacher Resources:	
<ul style="list-style-type: none"> ● https://www.artsonia.com/ ● https://www.nga.gov/content/ngaweb/education/kids.html 	
Modifications & Accommodations:	

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
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- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
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Benway School	
Unit 3	
Content Area: Art	
Unit Title: <i>Performing</i>	
Grade Level: 3	
Unit Overview: In this unit, the students will apply the elements and principles of art to two- and three-dimensional works of art.	
Recommended Pacing: 6-8 weeks (December-February)	
Student Learning Objectives	NJSLS
Work independently and collaboratively to create two and three-dimensional works of art that use the elements of line, shape, space and color and the principles of unity to make a visual statement using common and distinctive characteristics of several genres of visual artworks (e.g., realism, surrealism, American and European folk art etc.) to create an original statement.	1.3.5.D.3
Employ the element of line, shape/form, texture and color to create a three-dimensional artwork within the parameters of a particular style (e.g., Early American, modern, wearable art etc.) that serves a function (e.g., decoration, furniture).	1.3.5.D.3
Use the elements of line, shape and color to collaborate on an artwork that uses color and the principles of rhythm and pattern to unify the work. (e.g., principles exemplified by Amish Quilt Andy Warhol prints etc.).	1.3.5.D.1 and 1.3.5.D.3
New Jersey Student Learning Standards	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.1
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.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
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Key Vocabulary Words	
Genre	
Evidence of Learning	
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Benway School

Unit 4

Content Area: Art

Unit Title: *Aesthetic Responses and Critique Methodologies*

Grade Level: 3

Unit Overview: In this unit, the students will study how personal, social, political, and historical contexts influence artwork. Additionally, they will discuss art using the proper terminology.

Recommended Pacing: 6-8 weeks (February-April)

Student Learning Objectives	NJSLS
Demonstrate understanding of how personal and social, political or historical context influences and artists and his/her work of art. Create a work of art based on a timeless/universal theme and compare the work with works created in different historical, political, social, or personal settings (e.g., using a theme of children’s play/types, compare a work of today with works of art from other time periods that show children at play).	1.4.5.A.3
Talk effectively about art and works of art using the proper terminology. Describe various characteristics and other observations of works of art such as portraits, still life drawings and paintings, landscapes, and non-objective pieces, abstract, and realistic works.	1.4.5.A.3
Offer reasons to support general statements about art (e.g., various types of lines can express or show a motion, color can express a mood or feeling, texture can be tactile or visual).	1.4.5.A.3
Use criteria to assess the formal structure of artwork (e.g., focal point, balance, unity and the type of art/portrait vs. self-portrait) and to assess the effectiveness of the artist’s use of principles of design (e.g., color value/mood, line variation, symmetry/asymmetrical, space/proportion etc.) to achieve the artistic intent of the artwork.	1.4.5.B.2
Respond to art through both objective and subjective responses based on formulated criteria (e.g., design elements and principles, art type and reason for its creation).	1.4.5.B.5
New Jersey Student Learning Standards	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.A.3
Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	1.4.5.B.2
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.	1.4.5.B.5
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Use a graphic organizer to organize information about problem or issue	8.1.5.A.3
Understand the need for and use of copyrights.	8.1.5.D.1
Investigate ways that various technologies are being developed and used to reduce improper use of resources.	8.2.5.B.3
Research technologies that have changed due to society's changing needs and wants.	8.2.5.B.4
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify potential sources of income.	9.1.4.A.2
Identify ways to earn and save.	9.1.4.B.5
Determine factors that influence consumer decisions related to money.	9.1.4.E.1
Apply comparison shopping skills to purchasing decisions.	9.1.4.E.2
Demonstrate an understanding of individual financial obligations and community financial obligations.	9.1.4.F.1
Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.	9.1.4.F.2
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Abstract, landscapes, non-objective pieces, portraits, realistic, still life drawings, theme	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Art exhibition ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Create original works of art 	

<ul style="list-style-type: none"> ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/how it is utilized, different time periods and usage) 	
Instructional Materials: <ul style="list-style-type: none"> ● Smartboard 	
Teacher Resources: <ul style="list-style-type: none"> ● https://www.artsonia.com/ ● https://www.nga.gov/content/ngaweb/education/kids.html 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher

- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
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Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Continue to develop written stories supported by teacher prompts (based on student need and interest)
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Benway School	
Unit 5	
Content Area: Art	
Unit Title: <i>History of the Arts and Culture</i>	
Grade Level: 3	
Unit Overview: In this unit, the students will extend their knowledge of art history and culture.	
Recommended Pacing: 6-8 weeks (April-June)	
Student Learning Objectives	NJSLS
Identify various artists whose pivotal works of art have influenced a key shift in the art movement (e.g., Cezanne’s influence on cubism with his use of geometric shapes; the impact of Marcel Duchamp on contemporary art through his introduction of ready-mades or found objects as sculpture; Edward Hoppers’ use of colors and emphasis to influence on the art world, pop culture and cinema through is dramatic use of light and dark values; Georges Seurat's use of primary color mixology to create pointillism etc.).	1.2.5.A.3
Create original works of art inspired by influential artists throughout history that changed the perception of art and/or altered art-making methodologies (e.g., Composition in Halftones by Piet Mondrian, Still Life with Apples by Cezanne, Ed Cana by Georgia O'Keefe).	1.2.5.A.3
New Jersey Student Learning Standards	Progress Indicator
Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history	1.2.5.A.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
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Key Vocabulary Words	
Influence, inspire	
Evidence of Learning	
Additional Suggested Assessments:	
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