

Winslow Township School District

Grade 3 Art

Unit 2: Color and Value

Overview: In this unit of study, students will demonstrate proficiency in identifying elements of art and principles of design with an emphasis on color and value. They will identify create works of art that demonstrate understanding of monochromatic colors, contrasting (warm/cool) colors. They will discuss the effect different mediums have on the viewer and critique the work of artists as well as their own artwork based on the effectiveness of the use of color.

Overview	Standards for Art	Unit Focus	Essential Questions
Unit 2 Color and Value	<ul style="list-style-type: none"> • 1.5.5.Pr5a • 1.5.5.Re9a • 1.5.5.Cn11a • 1.5.5.Cn11b • 1.5.5.Cr1a • 1.5.5.Cr1b • 1.5.5.Cr2a • 1.5.5.Cr2b • 1.5.5.Cr2c • 1.5.5.Cr3a • 1.5.5.Pr6a • 1.5.5.Cn10a • WIDA 1 	<ul style="list-style-type: none"> • Moods and emotions are often associated with colors and used in everyday living such as advertising and the food industry to name a couple. Due to this relationship, a color can enhance the message or theme of a piece of artwork • Limiting color choices can add to emphasis of a focal point, thus drawing more attention to a message trying to be conveyed. • Color in artwork allows people to make various personal connections and interpretations. • Colors can be monochromatic, analogous and complementary. 	<ul style="list-style-type: none"> • How do primary and secondary colors best help develop an artist’s work? • How can we apply the concepts of warm and cool colors? • How can we identify/define shades and tints to create

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<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none">• Students will be able to identify primary colors and mix primary colors to make secondary colors with a range of media.• Students will be able to use the color wheel to demonstrate primary and secondary colors.• Students will be able to create works of art that demonstrate understanding of monochromatic colors.• Students will be able to create works of art that demonstrate the use of contrasting (warm/cool) colors.• Students will be able to discuss the effect different mediums have on the viewer.	<p>composition to prove understanding?</p> <ul style="list-style-type: none">• How can we create various value of any specific color?
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Curriculum Unit 2	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: Color and Value	1.5.5.Pr5a	Prepare and present artwork safely and effectively.	1	9
	1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.	2	
	1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts		
	1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.	1	
	1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.		
	1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during art making and design projects.	3	
	1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.		
	1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.		
	1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.	1	
	1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.		
	1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making.		
	1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.	1	
	Assessment, Re-teach and Extension			

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Enduring Understanding	Indicator #	Indicator
Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	1.5.5.Pr5a	Prepare and present artwork safely and effectively.
Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	1.5.5.Cn11a 1.5.5.Cn11b	Communicate how art is used to inform the values, beliefs and culture of an individual or society. Communicate how art is used to inform others about global issues, including climate change.
Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	1.5.5.Cr1a 1.5.5.Cr1b	Brainstorm and curate ideas to innovatively problem solve during art making and design projects. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	1.5.5.Cr2a 1.5.5.Cr2b	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

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	1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making.
Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	1.5.5.Cn10	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
People evaluate art based on various criteria.	1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

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Assessment Plan

- Class discussions
- Independent & group work/projects
- Benchmark assessments
- Teacher Observations
- Performance Tasks
- Teacher designed activities and rubrics implemented to determine student understandings of: ‘6 color’ color wheel, painting vocabulary, care of material and routines.

- [The Color Wheel](#): Students will identify the primary, secondary, and tertiary colors. Then paint a color wheel correctly by mixing primary colors.
- [Monochromatic painting](#): Students will choose a geometric shape and draw this overlapping and in different sizes on their sheet. Then they choose one color tempera to color their shapes. Mixing is only allowed with white and black, because the painting has to be monochromatic. When ready, everything will be outlined with black marker.

Resources

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- <https://artclasscurator.com/color-in-art-examples/>
- <https://kinderart.com/>
- <http://mvrmsart.blogspot.com/2010/05/warm-cool-collage.html>

Activities

- [Color in sculpture](#): Students will examine color in sculptures.
- Students will research artists that use warm and cool colors. [Homer \(cool colors\)](#) [Van Gogh \(warm colors\)](#)
- Students will create a piece of personal artwork using crayons, paint, markers, or watercolors demonstrating the use of warm and cool colors.
- Students will learn about [Monochrome](#) and paint a monochromatic environment.
- [Warm and Cool hands project](#): The students will view artwork by native people and how their hand print was not only a record of who they were or where they had traveled, but also a way to sign their art. The students each used their hand prints to sign and make their paintings using warm and cool colors.
- [Warm and cool colors](#)

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Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 3 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking<input type="checkbox"/> Reading <input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">• Relate to and identify commonalities in art studies in student’s home country• Assist with organization• Use of computer• Emphasize/highlight key concepts• Teacher Modeling• Peer Modeling• Label Classroom Materials - Word Walls	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">• Raise levels of intellectual demands• Require higher order thinking, communication, and leadership skills• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles• Provide higher level texts• Expand use of open-ended, abstract questions• Critical and creative thinking activities that provide an emphasis on research and in-depth study• Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ Gifted Programming Standards❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

Interdisciplinary Connections:

ELA Standards:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Social Studies Standards:

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Math Standards:

NJSLS M.3.G.A. Reason with shapes and their attributes.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

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