

Winslow Township School District

Grade 3 Art

Unit 3: Texture and Form

Overview: In this unit of study, students will think both critically and creatively through visual art. Students will demonstrate proficiency in identifying elements of art and principals of design with an emphasis on shape, form, and texture. They will identify texture in artwork and decide if it is real (actual) or implied and create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

Overview	Standards for Art	Unit Focus	Essential Questions
Unit 3 Texture and Form	<ul style="list-style-type: none">• 1.5.5.Pr5a• 1.5.5.Cr1a• 1.5.5.Cr1b• 1.5.5.Cr2a• 1.5.5.Cr2b• 1.5.5.Cr2c• 1.5.5.Cn10a• 1.5.5.cr3a• 1.5.5.Cn10a• 1.5.5.Re7b• 1.5.5.Re8a• 1.5.5.Re9a• WIDA 1	<ul style="list-style-type: none">• Three dimensional shapes/forms include a cube, cylinder, sphere, cone, pyramid, etc.• Perspective and proportion are related and are important principles of art.• Math influences art through the use of perspective.	<ul style="list-style-type: none">• How does an artist convey texture? How does that help the viewer experience the piece?• How does an artist use forms to help connect the viewer to his subject?• How can you use form and texture in your own artwork?

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<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none">• Students will be able to create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as utilize a variety of art mediums and application methods.• Students will be able to identify elements of art (form, texture, color, etc.) in various genres of art.• Students will discuss the elements that are common to various genres and art movements.• Students will be able to critique works of art based on specific criteria.• Students will be able to describe the difference between real and implied texture.	<ul style="list-style-type: none">• How and why would an artist identify implied texture within art and create line/shape, contrast, emphasis, movement, rhythm and unity?
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Curriculum Unit 3	Standards		Pacing	
			Weeks	Unit Weeks
Unit 3: Texture and Form	1.5.5.Pr5a	Prepare and present artwork safely and effectively.	1	9
	1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during art making and design projects.	1	
	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	
	1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.	1	
	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	
	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	
	1.5.5.Re7b	Analyze visual arts including cultural associations.		
	1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.	1	
	1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.		
	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.
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.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 1.5.5.Cr2c	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. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	1.5.5.Re7b	Analyze visual arts including cultural associations.

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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.
People gain insights into meanings of artworks by engaging in the process of art criticism.	1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
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

- [Pablo Picasso: Cubist Art](#): Students will use a graphic organizer to list and organize criteria that helps determine what components make up a piece of art.
- Discussion about form and texture
- Original artwork demonstrating texture
- [Picasso Self Portraits](#): Students will continue developing their knowledge of form and texture, drawing and painting a self portrait.

Resources

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- [Projects](#)
- <https://kinderart.com/>
- [THE ULTIMATE LIST OF TEXTURE IN ART EXAMPLES](#)

Activities

- [Andy Warhol \(transform everyday objects\)](#): Students will view works of art that portray form and transform into everyday objects.
- Discuss as a class what classifies something as “art”.
- [Ink Elephant Art](#): Students will continue developing their knowledge of form and texture, drawing and painting using tempera and watercolor paints and using collage methods.
- Students will be introduced to the Pop Art movement by viewing works from that genre/period. Students will then with their groups distinguish works of art that demonstrates texture (real and implied).

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Instructional Best Practices and Exemplars

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| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 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:

M.3.G.A.1 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.