Benchmark Assessment:

- Common Formative Assessment

Englewood Public School District
Visual Art
Grade 3

Unit 2: Color/Value

Overview: This unit introduces students to the skills needed to 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 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.

NEW JERSEY CONTENT STANDARDS

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

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

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

Time Frame: Second Marking Period

Enduring Understandings:
- 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 particular message trying to be conveyed.
- Color in artwork allows people to make various personal connections and interpretations.
- Colors can be monochromatic, analogous and complementary.

Essential Questions:
- 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 composition to prove understanding?
- How can we create various value of any specific color?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.1.5.D.2 **Compare and contrast works of art in various mediums that use the same art elements and principles of design.** **1.4.5.A.1** **Employ basic discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.** **1.3.5.D.1** **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.** **1.4.5.B.3** **Use discipline specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.**	**Topics** **Recall of colors, secondary colors; prove value scale in a monochromatic painting; create contrast collage.** **Objectives** SWBAT Identify primary colors and mix primary colors to make secondary colors with a range of media. Use the color wheel to demonstrate primary and secondary colors. Create works of art that demonstrate understanding of monochromatic colors. Create works of art that demonstrate the use of contrasting (warm/cool) colors. Discuss the effect different mediums have on the viewer. Critique the work of artists as well as their own artwork based on the effectiveness of the use of color.	Students will create a color wheel by mixing colors. Students use their skills in painting a monochromatic environment. They will be able to describe values of color demonstrated in their painting. **NJSLSA.L3** Students will create collages demonstrating the use of warm/cool colors. **M.3.G.A** Students will create a piece of personal artwork using crayons, paint, markers, or water colors demonstrating the use of warm and cool colors. Students will work with a small group to classify objects in the environment as warm or cool colors. **NJSLSA.SL1** Students will critique the work of artists of various mediums (painting, sculpture) as well as their own. **6.1.4.D.19, NJSLSA.L6, NJSLSA.SL2.**	Color Wheel: https://www.brighthubeducation.com/lesson-plans-grades-3-5/82527-color-wheel-lesson-plan-for-third-grade-art/ Color in sculpture: https://www.moma.org/calendar/exhibitions/972 Warm and cool colors: https://www.youtube.com/watch?v=54CLEdwJdCg Homer (cool colors) https://www.metmuseum.org/art/collection/search/11120 Van Gogh (warm colors): https://en.wikipedia.org/wiki/The_Night_Caf%C3%A9 Artwork that uses monochrome: https://www.tate.org.uk/art/art-terms/m/monochrome Monochromatic Painting: http://kidsartists.blogspot.com/2010/02/monochromatic-	**Benchmark Assessment:** • Common Formative Assessment **Formative:** • Observation • Question and answer group discussion **Summative:** Color wheel activity Monochromatic painting Warm/cool color collages Original warm/cool colors artwork Critiques Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria. **Alternative Assessments:**

1.3.5.D.4 **Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and mart mediums to create original works of art.**			painting.html Magazine Collage (warm/cool colors): http://mvrmsart.blogspot.com/2010/05/warm-cool-collage.html Warm and Cool hands project: http://artwithmrshurley.blogspot.com/2010/10/warm-and-cool-hands-third-grade-art.html?m=1	20 Quick Formative Assessments from the art of education: • Outcome Sentences • Affirmations • 3-2-1 https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/

Key Vocabulary:
Primary colors, secondary colors, grayscale, value scale, warm colors, cool colors, monochromatic colors, analogous colors, complementary colors

9.2.4.A.2 Identify various life roles and civic and work‑related activities in the school, home, and community.

Students with special needs: 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. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: 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. More time and will be made available with a certified instructor to aid

students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
- Speak and display terminology and movement - Teacher modeling - Peer modeling - Develop and post routines - Label classroom materials - Word walls - Check for understanding of directions - Use posters with directions written in pictures in all languages - Seat students close to the teacher. - Incorporate visuals: graphic organizers, gestures, props	- Utilize modifications & accommodations delineated in the student's IEP - Work with paraprofessional - Work with a partner - Provide concrete examples and relate all new assignments to previously learned tasks - Solidify and refine concepts through repetition. - Provide extended time. - Repeat directions - Check for understanding of directions	- Using visual demonstrations, illustrations - Give directions/instructions verbally and in simple written format. - Peer Support - Increase one on one time - Teachers may modify instructions by modeling what the student is expected to do - Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. - Review behavior expectations and make adjustments for personal space or other behaviors as needed. - Oral prompts can be given.	- Curriculum compacting - Inquiry-based instruction - Higher order thinking skills - Adjusting the pace of lessons - Interest based content - Real world scenarios - Student Driven Instruction - Room for Artistic Choices - Elevated Technique Complexity - Additional Projects - Adaptation of requirements

Interdisciplinary Connections:

ELA - NJSLS/ELA:

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:

6.1.4.D.19   Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

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

Integration of Technology Standards NJSLS 8:
8.1.5.A.1   Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3   Use a graphic organizer to organize information about problem or issue.
8.1.5.D.3   Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4   Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1   Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.2.5.D.3   Follow step by step directions to assemble a product or solve a problem.

Career Ready Practices:
CRP1.   Act as a responsible and contributing citizen and employee.
CRP2.   Apply appropriate academic and technical skills.
CRP4.   Communicate clearly and effectively and with reason.
CRP6.   Demonstrate creativity and innovation.
CRP8.   Utilize critical thinking to make sense of problems and persevere in solving them.
CRP12.   Work productively in teams while using cultural global competence.