

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 3rd Grade

Subject: Visual Arts

Adoption Date: 01/19/16

Revision Date: 3/28/22

	MP1	MP2	MP3	MP4
Pacing Guide	<p>Can you understand the information Van Gogh trying to convey through his artwork? (1 week)</p> <p>Can you analyze what techniques Van Gogh used? (4 weeks)</p> <p>Can you create an object that represents identity? (4 weeks)</p>	<p>Can you evaluate the reasons for Early Art works? (4 weeks)</p> <p>Can you create a work of art with the printmaking process? (4 weeks)</p>	<p>Can you understand how and why Mardi Gras is celebrated? (4 weeks)</p> <p>Can you apply the techniques of paper weaving to basket weaving (6 weeks)</p>	<p>Can you describe the basic elements of Aboriginal art? (4 weeks)</p> <p>Can you compare the qualities of Aboriginal art to other art styles? (4 weeks)</p>
Instructional Materials	<p>construction paper</p> <p>oil pastels</p> <p>pencils</p> <p>scissors</p> <p>white glue</p> <p>Van Gogh prints</p> <p>Van Gogh PPT</p> <p>oven bake clay</p> <p>high gloss tempera paint</p>	<p>library reference materials</p> <p>drawing paper</p> <p>pencils</p> <p>scissors</p> <p>printmaking foam</p> <p>pens</p> <p>recycled plastic lids</p> <p>John Audubon PPT</p> <p>feathers</p>	<p>3D printed masks</p> <p>sequins</p> <p>beads</p> <p>ribbon</p> <p>feathers</p> <p>purchased basket weaving kits</p> <p>seagrass</p> <p>plastic beads</p>	<p>world map/ globe</p> <p>drawing paper</p> <p>fabric crayons</p> <p>muslin fabric</p> <p>iron</p> <p>cardboard</p> <p>puffy paint</p> <p>paint spray bottle</p> <p>brown craft paper</p>

		how to draw a bird handout stamp ink	oil pastels watercolor paint Mardi Gras video from the History channel.com watercolor paper	Georges Seurat prints embroidery thread weaving boards
Activities	<p>Activity One: Using small dashed lines color in Van Gogh's Starry Night with colored pencils</p> <p>Activity Two: Using white glue draw an outline of Starry Night add dashed lines, let dry and add color with oil pastels</p> <p>Activity Three: In pairs compare and contrast the two Van Gogh "Chair" paintings on a worksheet follow with class discussion</p> <p>Activity Four: Use Model Magic clay to sculpt a chair that resembles students identity</p>	<p>Activity One: Learn about John Audubon and his bird drawings/prints through a PPT, examine feathers and draw them from life</p> <p>Activity Two: Using a step by step guide students will draw a bird</p> <p>Activity Three: Using printmaking foam draw a bird and create a stamp</p>	<p>Activity One: Use embellishments to create Mardi Gras masks</p> <p>Activity Two: In groups create mini parade floats themed to celebrate Mardi Gras in various cities</p> <p>Activity Three: Use weaving techniques to create a wicker basket</p> <p>Activity Four: Create an oil pastel watercolor resist faberge egg on watercolor paper</p>	<p>Activity One: View aboriginal art, discuss their techniques. Spray paint over hands to leave a negative add dot patterns</p> <p>Activity Two: Make a Seurat styled color wheel on a paper plate</p> <p>Activity Three: Create a copy of a Seurat painting</p> <p>Activity Four: Use pointillism techniques to create an original design</p>
Standards	<p>Activity One: VPA.1.4.5.A.1</p> <p>Activity Two:VPA.1.4.5.A.3</p> <p>Activity Three: VPA.1.1.5.D.2</p> <p>Activity Four: VPA.1.2.5.A.3</p>	<p>Activity One: VPA.1.1.5.D.1</p> <p>Activity Two: VPA.1.3.5.D.4</p> <p>Activity Three: VPA.1.4.5.A.1</p>	<p>Activity One:VPA.1.3.5.D.1</p> <p>Activity Two:VPA.1.3.5.D.5</p> <p>Activity Three:VPA.1.4.5.A.1</p> <p>Activity Four: VPA.1.2.5.A.3</p>	<p>Activity One:VPA.1.2.5.A.3</p> <p>Activity Two:VPA.1.3.5.D.3</p> <p>Activity Three:VPA.1.4.5.A.1</p> <p>Activity Four: VPA.1.2.5.A.3</p>

<p>Accommodations and Modifications</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education: Follow IEP modifications</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education: Follow IEP modifications</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education: Follow IEP modifications</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education: Follow IEP modifications</p>
<p>Interdisciplinary Connections</p>	<p>Activity One and Two: Van Gogh's influence on art history (Social Studies) Activity Three: 3D sculpture (Math)</p>	<p>Activity One: John Audubon's influence on history (Social Studies)</p>	<p>Activity One: Mardi Gras is celebrated differently in many cultures (Social Studies)</p>	<p>Activity One: Aboriginal History (Social Studies) Activity Two, Three, and Four: Optical Mixing (Science)</p>
<p>Assessments</p>	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Formative Assessments</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project 	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Formative Assessments</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project 	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Formative Assessments</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project 	<p>Benchmark assessments</p> <ul style="list-style-type: none"> - Teacher created assessment <p>Formative Assessments</p> <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions <p>Summative assessments</p> <ul style="list-style-type: none"> - completed project

21st Century Themes and Skills Life Literacies and Key Skills	CRP1, CRP2, CRP4 9.4.2.CI.1	CRP1, CRP2, CRP4 9.4.2.CI.1	CRP1, CRP2, CRP4 9.4.2.CI.1	CRP1, CRP2, CRP4 9.4.2.CI.1
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