

Mullica Township School District



Visual Arts Curriculum Grades 3-4

Board approval: 11/28/2018

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

Unit/Chapter Title: Unit 1: COLOR: Value and Emphasis

Unit Length: 13 weeks

Course/Grade: ART 3&4

Interdisciplinary Connection: English Language Arts & Social Studies

Unit Overview: This unit will cover learning about the element of color; understanding the essential terminology related to the element; applying this knowledge to interpret an artist's implementation of the element of color within their artwork and how the element of color can emphasize subject matter.

New Jersey Student Learning Standards

Visual and Performing Arts SLS:

- 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.

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

Cumulative Progress Indicators

- 1.1.5.D.2** - Compare and contrast works of art in various mediums that use the same elements and principles of design.
- 1.1.5.A.1** - Recognize visual art as a reflection of societal values and beliefs.
- 1.2.5.A.3** - Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.
- 1.2.5.A.3** - Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.
- 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.
- 1.3.5.D.2** - 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.5** - Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
- 1.4.5.A.2** - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.A.3** - 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.B.1** - Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.
- 1.4.5.B.2** - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.3** - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art.

21st Century Life and Careers Standards

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12. B.2 Create and respond to a feedback loop when problem solving.
9.1.12. D.1 Interpret spoken and written communication within the appropriate cultural context.
9.1.12 .F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
CRP1. Act as a responsible and contributing citizen and employee.
CRP6. Demonstrate creativity and innovation.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence

Technology Integration NJSL 8

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Connections:

- English Language Arts, Social Studies

English Language Arts NJ Student Learning Standards:

- RI.4.1
- RI.4.6
- SL.4.1a-d; SL.4.2; SL.4.3; SL.4.4; SL.4.6

Essential Questions/Enduring Understandings

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

Essential Questions:

- How can colors depict or emphasize a mood or emotion?
- Why would an artist limit their palette of colors?
- Why is color such an important element of art for an artist to utilize?

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.
- People make different associations with color due to their own personal experiences. Color in artwork allows people to make various personal connections and interpretations.

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

<p style="text-align: center;">Strategies/Activities</p> <p style="text-align: center;">How will the students reach the learning targets?</p>	<p style="text-align: center;">Modifications/Extensions</p> <p style="text-align: center;">How do I differentiate?</p>	<p style="text-align: center;">Assessments</p> <p style="text-align: center;">How will the students demonstrate mastery?</p>	<p style="text-align: center;">Resources/Technology</p> <p style="text-align: center;">What resources and materials will students need?</p>
<p>Students will identify primary colors; identify and mix secondary colors and identify and mix tertiary colors.</p> <p>Create a color wheel, demonstrating proper usage of materials.</p> <p>Students will demonstrate knowledge of mixing and blending colors, using oil pastels.</p> <p>Students will utilize the element of color to draw emphasis to a chosen subject matter/theme; choose a specific color scheme and adhere to it.</p> <p>Students will reflect upon their artwork and explain why they</p>	<p>IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete Limit choices Modify amount of work Provide outlines and skeleton notes</p> <p>504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching</p> <p>At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices Modify amount of work Provide outlines and skeleton notes</p>	<p>Formative: Do-Nows, discussion and observation, practice pieces (sketch book)</p> <p>Summative : See performance tasks (Appendix A) See Warm/Cool Theme Painting (Appendix B)</p> <p>Alternative Assessments: Grade 3: (Choose 1) Project 1: Color Prism Bird Painting Project 2: City Scape Collage Project 3: Op-Art Project 4: Desert Landscape</p> <p>Grade 4: (Choose 1) Project 1: Cool Shoes Project 2: Prism Name Painting Project 3: Print Making Project 4: Op-Art</p>	<p>Color Wheel Chart Paint, brushes, ruler, oil pastels, paper, tissue paper, glue, matte paper, cotton swabs for mixing Imagery of foliage in the autumn</p> <p>Paintings: “Red Canna” by Georgia O’Keefe “The Old Guitarist” by Pablo Picasso “Starry Night” and “Sunflowers” by Vincent van Gogh “Flint Castle” and “Fisherman at Sea” by J.M.W. Turner Media will vary</p> <p>Web resources:</p>

**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

<p>chose their color scheme in relation to their subject or theme, using discipline specific terminology. Students will assess themselves via rubric.</p> <p>Identify the symbolism of the different parts and colors of the American flag; identify the mathematical patterns found within the layout of the stars; in groups.</p> <p>Collaboratively work in groups to recreate one of the twenty-eight historical American flags utilizing varied media.</p> <p>Design a new American flag with representation of the fifty states, choosing a color scheme that emphasizes the symbolism.</p> <p>Assess work via rubric demonstrating knowledge of</p>	<p>ELL: Pair verbal with visual Allow / encourage use of Google Translator</p> <p>Gifted & Talented: Experiment with adding black and/or white for shades and tints. In depth subject matter can employ a color scheme within another color scheme. Students can be assigned an American flag with a higher number of stars. Represent an additional national theme within the flag. Create another flag that represents the student themselves Research an additional culture and analyze any similarities or differences Allow choice whenever possible</p>	<p>Benchmark Assessment: Art portfolio</p>	<p>http://www.ushistory.org/betsy/flagpics.html</p> <p>http://www.ushistory.org/betsy/flagfact.html</p> <p>http://www.anyflag.com/history/</p> <p>www.awesomeartists.com</p> <p>http://artprojectsforkids.me/wp-content/uploads/2012/08/Color-Wheel.pdf</p>
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**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

<p>discipline appropriate terminology.</p> <p>Research artwork from a different culture or region, specifically noting color schemes.</p> <p>Work pairs to compare and contrast and analyze findings.</p> <p>Create an original piece of artwork that shows influences from the two different cultures.</p>			
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Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

Appendix A: Performance Task/s (Interdisciplinary Connections)

Grade 3

English Language Arts Standards: W.3.1a-d;W.3.4

With knowledge of the meanings of the colors of the American flag, assign new meanings to each color and explain how they are more in line with current culture. Currently there are no wars being fought on American soil, independence has been won, what are important American values that could be represented?

Grade 4

English Language Arts Standards:RI.4.1; RI.4.4; RI.4.7; SL.4.1

Research artwork from a specific region or country, taking note of the specific color palettes used. Pair up with a partner and compare and contrast the differences and similarities in color schemes. Do you think the specific region and/or culture has anything to with the choice of colors in the artwork? Why?

Unit 1: Color 3-4

Performance Tasks

Grade 3

Discuss what onomatopoeia is, and then look at comic books to see how comic artists depict sounds. Lichtenstein's work will be shown and its specific characteristics discussed. View a short clip from the original Batman show. Choose a particular onomatopoeia

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

to draw with letters touching and overlapping. Once cut and colored, cut out word and glue onto collaged newspaper, which will be cut into another shape and then glued on to another color. Shapes and lines used will reflect the onomatopoeia.

Resources:

Lichtenstein work: Whaam! (Panel 2 of 2), 1962; Sweet Dreams Baby, 1965; Explosion, 1967; As I Opened Fire

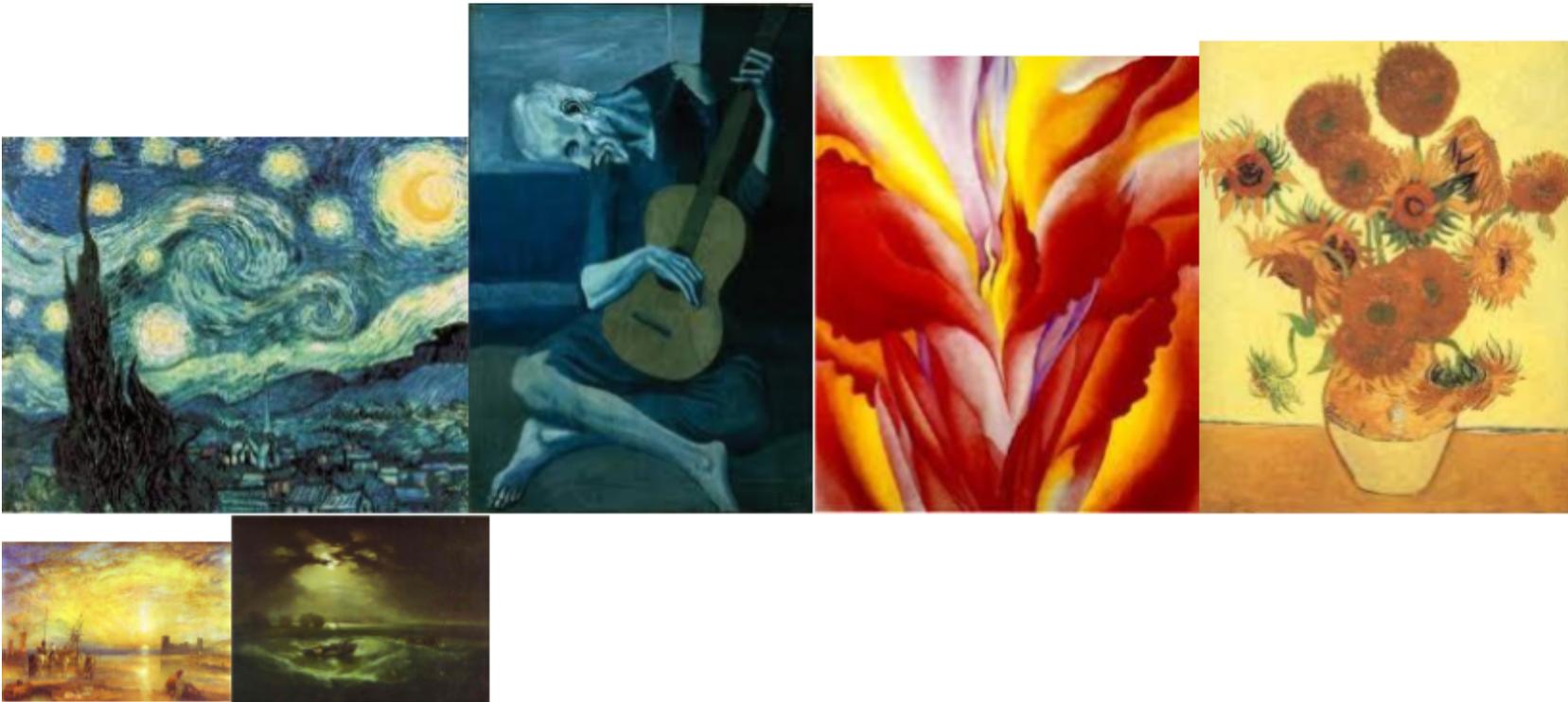
<http://www.youtube.com/watch?v=Rebg5YfiBEI> intro to Batman 1960's series 3

<http://artisandesarts.blogspot.jp/2011/11/onomatopoeia-art.html>

Grade 3-4

Review and discuss different characteristics of two paintings that demonstrate exclusive use of a limited color palette (ie. cool colors versus warm colors; complimentary versus analogous). Compare and contrast both paintings in at least two paragraphs.

**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**



Cool and Warm Color Paintings by various artists

- 1) Vincent van Gogh;
- 2) Pablo Picasso;
- 3) Georgia O'Keefe;
- 4) Vincent van Gogh;
- 5&6) William Turner

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

Appendix B: Summative Assessment

Summative Assessment Unit 1

Grade:3-4

Warm/Cool Theme Painting

NJSLS: 1.1.5.D.1; 1.1.5.D.2; 1.3.5.D.1;1.3.5.D.5; 1.4.5.A.2

English Language Arts NJ Student Learning Standards: SL.4.1b; SL.4.1c; W.4.1; W.4.3

Inter- disciplinary connections: English Language Arts

Introduction:

We have experimented with mixing colors and discussed warm and cool colors. We have also discussed different moods and emotions that warm and cool colors are often connected to and depict. Last week you looked at two different paintings, and compared and contrasted them as one depicted warm colors and the other cool colors.

Essential Questions: How can color depict a mood? How can color emphasize a theme within a piece of artwork?

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. People make different associations with color due to their own personal experiences. Color in artwork allows people to make various personal connections and interpretations.

The Task: You will write about a personal experience you had that revolves around one mood or emotion on the list provided. (see below) After you finish writing about your experience you will write 3-5 sentences explaining how you would express that experience

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

in a painting. Would you paint a scene? Would it be abstract with only, line, shape and colors? Keep in mind you will create your painting using only a warm or only a cool color palette. Your color choice will emphasize your chosen mood or emotion.

List of Emotions or Moods

content	glad	pleased	cheerful	gloomy	rotten	annoyed	irritated	mean
uncomfortable	curious	weird	confused	uneasy	tense	anxious	calm	cozy
comfortable	safe	relaxed	confident	strong	unhappy	empty	grumpy	timid
grouchy	concerned	quiet	jealous	embarrassed	guilty	responsible	hurt	caring
peaceful	delighted	bubbly	disappointed	lost	disgusted	scared	afraid	bored
ashamed	sorry	lonely	hopeless	awful	excited	proud	happy	awful
frightened	frustrated	impatient	angry	threatened	fearful	thankful	loved	crushed
thankful	dreadful	terrified	horrified	petrified	explosive	violent	infuriated	helpless
heartbroken	wonderful	depressed	terrific	ecstatic	alive	furious	overjoyed	sad

Process/ or Steps:

1. Review warm and cool colors and which emotions they are usually associated with.
2. Choose an emotion or mood off the list provided and write about a personal experience you had revolving around that emotion.
3. Write 3-5 sentences on how you will express your experience in a painting. 4. Brainstorm and pre-sketch two different ideas, indicating color choice

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

5. Choose one of the ideas and begin planning out painting.
6. Decide what the color pallet will be.
7. Mix colors in order to complete painting.
8. Write a brief description of how your painting reflects the emotion and whether or not it is a successful piece of artwork
9. Assess your work via rubric
10. Exhibit both written work and artwork

Websites/Resources:

Images of Van Gogh's Sunflowers and Starry Night and from Pablo Picasso's "Blue Period"

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

<p>Unit/Chapter Title: Unit 2 SHAPE : Form, Perspective, Space, Proportion</p> <p>Course/Grades: ART 3-4</p> <p>Interdisciplinary Connection: English Language Arts & Mathematics</p>	<p>Unit Length: 13 weeks</p>
<p>Unit Overview: This unit will cover the elements of shape, form and space, as well as the principles of perspective and proportion. Students will learn and review the different types of shapes and forms and how they are represented in two dimensions as well as three dimensions. They will see the relationship between perspective and proportion and why it is important to utilize these principles when creating art. They will also be exposed to the vast variety of professions in the art world and see the strong correlation between art and math.</p>	
<p>New Jersey Student Learning Standards</p>	
<p>Visual and Performing Arts NJSLS:</p> <p>1.1 The Creative Process: All students will demonstrate an understanding of works of art in dance, music, theatre, and visual art.</p> <p>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.</p> <p>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.</p>	

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies,

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

judgment, and analysis to works of art in dance, music, theatre, and visual art.

Cumulative Progress Indicators

1.1.5.D.1 - Identify the elements of art and principles of design that are evident in everyday life.

1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same elements and principles of design.

1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in visual art.

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.

1.3.5.D.2 - 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.3 - 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.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 art mediums to create original works of art.

1.3.5.D.5 - Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.B.1 - Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.

1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art.

1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art.

**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

21st Century Life and Careers Standards

- 9.1.A.1** Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.B.2** Create and respond to a feedback loop when problem solving.
- 9.1.D.1** Interpret spoken and written communication within the appropriate cultural context.
- 9.1.F.2** Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Technology Integration 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.

Interdisciplinary Connections:

- English Language Arts, Mathematics

English Language Arts NJ Student Learning Standards:

- W.3.2a-d; W.3.4
- L.4.1a-g; L.4.2a-d; L.4.3a; L.4.4a;
- W.4.2
- SL.4.4

Essential Questions/Enduring Understandings

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

Essential Questions:

- How and why would an artist depict a place? Realistic? Imaginary?
- How does math influence perspective in art?
- What is space, in relation to visual art?

Enduring Understandings:

- The ways in which an artist chooses to depict a place depends on the message or theme they are trying to convey.
- Perspective is generated by an object's size in relation to its place/space; mathematics becomes involved when an artist uses a vanishing point to which all angles, points and/or sides of an object align with that point.
- Perspective can be brought down to a series of lines, angles and points: geometry.
- Space can be the given area an artist created his/her work within or space can be how that given area is utilized.

**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

<p style="text-align: center;">Strategies/Activities</p> <p style="text-align: center;">How will the students reach the learning targets?</p>	<p style="text-align: center;">Modifications/Extensions</p> <p style="text-align: center;">How do I differentiate?</p>	<p style="text-align: center;">Assessments</p> <p style="text-align: center;">How will the students demonstrate mastery?</p>	<p style="text-align: center;">Resources/Technology</p> <p style="text-align: center;">What resources and materials will students need?</p>
<p>Students will look at real life examples and identify positive and negative space via power point presentation.</p> <p>Create a three-dimensional tree out of a paper bag demonstrating positive and negative space.</p> <p>Students will assess themselves and peers utilizing discipline-specific terminology to make objective judgments.</p> <p>Students will work in pairs or small groups to design a life size silhouette demonstrating positive and negative space within the gesture.</p>	<p>Modifications:</p> <p>IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete Limit choices Modify amount of work Provide outlines and skeleton notes</p> <p>504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching</p> <p>At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices</p>	<p>Formative: Do-Nows, discussion, observation, practice pieces, student sketch book</p> <p>Summative : See Performance Tasks (Appendix A) “One-Point Perspective (Appendix B)</p> <p>Alternative Assessments:</p> <p>Grade 3: (Choose 1) Project 1: Color Prism Bird Painting Project 2: City Scape Collage Project 3: Op-Art Project 4: Desert Landscape</p> <p>Grade 4: (Choose 1) Project 1: Cool Shoes Project 2: Prism Name Painting</p>	<p>http://www.slideshare.net/cjoyce104/negativespace</p> <p>http://www.slideshare.net/ksumatarted/positive-and-negative-space</p> <p>http://www.toppenish.wednet.edu/hs/departments/art/ArtCurriculum/Elements%20of%20Art.ppt</p> <p>http://www.slideshare.net/ksumatarted/positive-and-negative-space</p> <p>Large paper (36 inch Wide roll), paint, markers, crayons, colored pencils, paper bags, glue, cardboard,</p>

**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

<p>Students will apply prior knowledge of color theory to enhance given space.</p> <p>Students will assess another group's work using appropriate vocabulary and a rubric. Students will correctly utilize a single vanishing point to draw 5-7 shapes and or letters in perspective, using a ruler and pencil; students will apply prior knowledge of color theory to enhance given space.</p> <p>Students will assess themselves via rubric.</p> <p>Apply knowledge of different art genres.</p> <p>Students will analyze and critique 2 different pieces of artwork, make oral observations and written interpretations.</p> <p>Analyze different art genres and various media options.</p>	<p>Modify amount of work Provide outlines and skeleton notes ELL: Pair verbal with visual Allow / encourage use of Google Translator Gifted & Talented: Write a poem expressing description and movement of their tree. Draw a background setting for their tree. Write a poem that focuses on the action, movement and gesture of the silhouette. Draw more than 7 shapes. Extra focus on proper coloring to enhance demonstration of perspective. Implement shading on forms to show dimension. Oral presentation of analysis Use more than one application and create several pieces of digital artwork. Have 7 or more folds. Papelpicado should have a theme as opposed to random shapes.</p>	<p>Project 3: Print Making Project 4: Op-Art</p> <p>Benchmark Assessment: Art Portfolio</p>	<p>rulers, drawing and construction paper</p> <p>Examples of perspective in artwork: http://www.google.com/search?q=perspective+in+famous+art&rlz=1T4MXGB_enUS534US538&tbm=isch&tbo=u&source=univ&sa=X&ei=4YHdUf2aEZLA4AOzw4CIBQ&ved=0CCwQsAQ&biw=1024&bih=497#rlz=1T4MXGB_enUS534US538&tbm=isch&sa=1&q=perspective+in+famous+drawing&gs_l=img.3...28534.32460.6.33204.10.10.0.0.1.127.710.9j1.10.0...0...1c1.19.img.bO2dkdER_68&bav=on.2.or.r_qf.&vm=bv.48705608.d.dmg&fp=65d0dfce10741ffc&biw=1024&bih=497</p>
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**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

<p>Students will utilize the computer/laptop/iPad as their medium to create a piece of digital art. As a class, the students will be guided through the site and shown the different options. The application they choose will dictate the nature and guidelines of their artwork.</p> <p>Students will identify a specific themed work of art from the Hispanic culture.</p> <p>Students will understand the traditional way of making a papelpicado.</p> <p>Students will create a papelpicado with at least 5 folds and 3-5 shapes on each fold.</p>	<p>Allow for choice whenever possible</p>		<p><u>&imgdii=_</u></p> <p>Additional Web Resources: http://educationportal.com/article_directory/q_p/page/Visual%20and%20Performing%20Arts/q_p/Careers_and_Occupations_List.html http://instructional1.calstatela.edu/laa/careers.html http://voices.yahoo.com/55-careers-anyoneinterested-visual-fine6335494.html http://en.wikipedia.org/wiki/Category:Arts_occupations http://jobs.lovetoknow.com/career-fields/listart-careers</p> <p>What is Art? http://www.canleyvale.hs.education.nsw.gov.a</p>
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Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

			<p>u/Winning%20websites/art/wia.htm (slight variations since it is Australian based site)</p> <p>Claes Oldenburg Art: http://bjws.blogspot.com/2010/07/claesoldenburg-born-january-28-1929.html and http://365artists.wordpress.com/2011/04/18/day-6-claes-oldenburg/</p> <p>Jasper Johns Art: http://www.jasperjohns.com/art.shtml</p> <p>Bridget Riley Art: http://www.bittleston.com/artists/bridget_riley/</p> <p>Victor Vasarely Art: http://www.anopticalillusion.com/2013/02/theop-art-of-victorvasarely/ http://www.nga.gov/kids/zone/zone.htm</p>
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**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

			Digital Art Applications: http://svdejala.blogspot.com/2012/02/deadand-fantastical-comealive-in.html
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Appendix A: Performance Task/s (Interdisciplinary Connections)

Unit 2: Shape 3-4

Grade 3:

English Language Arts Standards: W.3.2a-d; W.3.4

Students will review different types of Pop Art by various artists, including but not limited to Claes Oldenburg and Jasper Johns and Op Art, including but not limited to Bridget Riley and Victor Vasarely. They will, in a written composition, define the main characteristics of each genre and compare and contrast the similarities and differences between the genres. Then they will choose one piece of art and critique it using the proper terminology and stages.

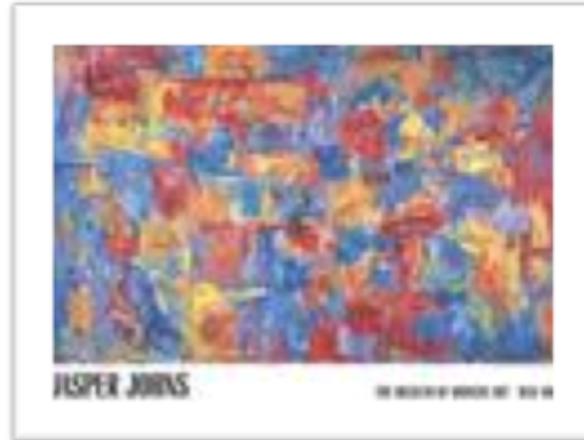
Claes Oldenburg Art: <http://bjws.blogspot.com/2010/07/claes-oldenburg-born-january-28-1929.html> and <http://365artists.wordpress.com/2011/04/18/day-6-claes-oldenburg/>

**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

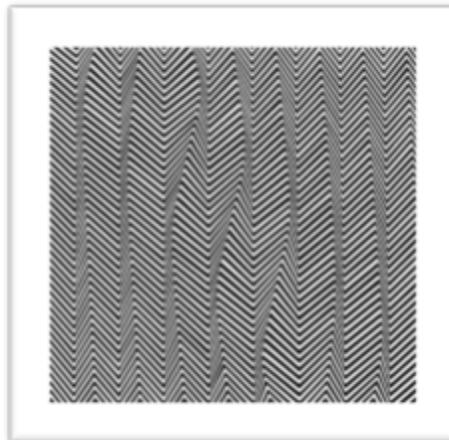


Jasper Johns Art: <http://www.jasperjohns.com/art.shtml>

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

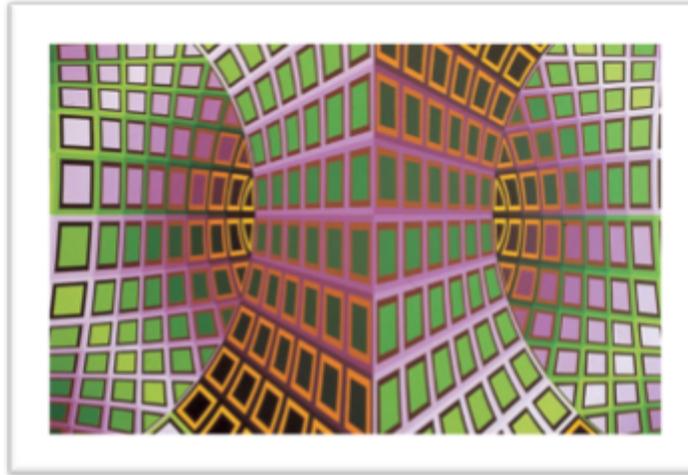
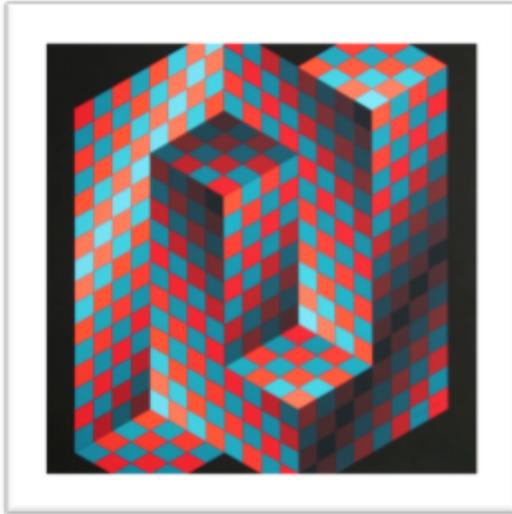


Bridget Riley Art: http://www.bittleston.com/artists/bridget_riley/



**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

Victor Vasarely Art: <http://www.anopticalillusion.com/2013/02/the-op-art-of-victor-vasarely/>



Interdisciplinary Tasks continued:

Grade 4:

English Language Arts Standards: L.4.1a-g; L.4.2a-d; L.4.3a; L.4.4a; W.4.2; SL.4.4

Students will review large variety of careers/professions in the art world. They will choose one. They will conduct research and then present the following:

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

What is the name of the profession? Is there a technical name and/or a common/slang name?

Is it required that one attends school, or needs to earn a degree to attain this profession?

Is this a popular job? Do you think it is easy or difficult to be hired for this position? Why?

What type of artwork is produced?

What are a person's responsibilities in this profession?

What is their average salary?

What are important skills and equipment they need to use on a daily basis?

How big of a role does math play in their job?

How do they use math within their work? Explain.

Would you want this particular job? Why or why not.

Students will be assessed via rubric by themselves and their peers, as well as their teacher.

Websites/Resources:

http://education-portal.com/article_directory/q_p/page/Visual%20and%20Performing%20Arts/q_p/Careers_and_Occupations_List.html

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

<http://instructional1.calstatela.edu/laa/careers.html>

<http://voices.yahoo.com/55-careers-anyone-interested-visual-fine-6335494.html>

http://en.wikipedia.org/wiki/Category:Arts_occupations <http://jobs.lovetoknow.com/career-fields/list-art-careers>

Unit 2: Shape 3-4

Grade 3

Review geometric, freeform and organic shapes. Students will draw 15 different shapes of varying types and ranging sizes, showcasing shapes overlapping as well. They will draw repeating vertical lines across the paper over all the shapes. Two complimentary colors will be chosen for the color scheme. The pattern of alternating complimentary colors will be utilized to create their piece of Op Art.

Grade 4

Students will work in small groups or pairs where they will trace a life-sized silhouette of themselves showcasing positive and negative space within the specific gesture/pose that they choose. They will implement the element of color to enhance their portrait.

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

Appendix B: Summative Assessment

Unit 2: Shape

Grade: 4

One-Point Perspective

NJSLS: 1.1.5.D.1; 1.1.5.D.2; 1.1.5.A.2; 1.3.5.D.1; 1.3.5.D.4; 1.3.5.D.5; 1.4.5.A.2; 1.4.5.B.2; 1.4.5.B.3; 1.4.5.B.4

English Language Arts Standards: L.4.1a-g; L.4.2a-d; L.4.3a;

L.4.4a; W.4.2; SL.4.4

21st Century Life and Careers Standards

- 9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Inter- disciplinary connections: Mathematics, English Language Arts

Introduction: Discuss the various meanings of perspective in art as well as language arts. Also discuss how math is an integral part of perspective. Look at imagery of Michelangelo's Sistine Chapel and other artwork that showcases the usage of perspective.

Essential Questions: How can perspective be an important part of a piece of art? How are math and art intertwined?

Enduring Understandings: Perspective can be used to show an element of depth or realism to a piece of art. Artists constantly use shapes, lines and angles that reflect math in their work. Drawing a scene in perspective with several vanishing points can be broken

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

down into a simple series of mathematical lines and angles. Many artists in different fields rely heavily on their math skills. (Different professions will be discussed).

The Task: Draw 5-7 shapes, including block letters and/or numbers. Use one vanishing point to create a three-dimensional effect of each of the shapes on a two-dimensional surface. Utilize the element of color to emphasize the shapes' three dimensionality.

Process/ or Steps:

1. Introduce the concept of perspective and vanishing points
2. Look at various examples of art that utilize perspective, with varied number of vanishing points
3. Discuss why an artist might want to use perspective within their artwork; look at imagery of perspective in examples on smatboard

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

11. See **Appendix A: Interdisciplinary Task: Grade 4**

Resources/Websites:

http://www.google.com/search?q=perspective+in+famous+art&rlz=1T4MXGB_enUS534US538&tbm=isch&tbo=u&source=univ&sa=X&ei=4YHdUf2aEZLA4AOzw4CIBQ&ved=0CCwQsAQ&biw=1024&bih=497#rlz=1T4MXGB_enUS534US538&tbm=isch&sa=1&q=perspective+in+famous+drawing&oq=perspective+in+famous+drawing&gs_l=img.3...28534.32460.6.33204.10.10.0.0.1.127.7.10.9j1.10.0....0...1c.1.19.img_bO2dkdER_68&bav=on.2.or_r_qf.&bvm=bv.48705608,d.dmg&fp=65d0dfce10741ffc&biw=1024&bih=497&imgdii=__

http://education-portal.com/article_directory/q_p/page/Visual%20and%20Performing%20Arts/q_p/Careers_and_Occupations_List.html

<http://instructional1.calstatela.edu/laa/careers.html>

<http://voices.yahoo.com/55-careers-anyone-interested-visual-fine-6335494.html>

http://en.wikipedia.org/wiki/Category:Arts_occupations <http://jobs.lovetoknow.com/career-fields/list-art-careers>

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

Unit/Chapter Title: Unit 3: Pattern: Rhythm, Symmetry, Balance, Movement

Course/Grades: Art 3&4

Interdisciplinary Connection: English Language Arts & Mathematics

Unit Length: 13 weeks

Unit Overview:

In this unit students will discover patterns and experiment different ways to create them not limiting themselves to only using the elements of art and principles of design. They will also be able to create the effect of rhythm and movement within a stationary piece of art. This unit will emphasize the importance of balance within art to draw attention to a focal point, theme or message; as well as the different types of and ways to utilize principle of symmetry. Throughout the duration of this unit students will draw upon knowledge from the previous units and begin to see how all the elements of art and principles of design are connected and intertwined.

New Jersey Student Learning Standards

Visual and Performing Arts NJSLs:

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.

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

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.

Cumulative Progress Indicators

1.1.5.D.1 - Identify the elements of art and principles of design that are evident in everyday life.

1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same elements and principles of design.

1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in visual art.

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.

1.3.5.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 art mediums to create original works of art.

1.3.5.D.5 - Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

1.4.5.A.3 - 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.B.1 - Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.

1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art.

1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art.

21st Century Life and Careers Standards

**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1. B.2 Create and respond to a feedback loop when problem solving.
9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.
9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
CRP1. Act as a responsible and contributing citizen and employee.
CRP6. Demonstrate creativity and innovation.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Technology Integration NJSL 8

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Connections:

English Language Arts and Mathematics

English Language Arts Student Learning Standards:

Grade 3:

W.3.2 b-d; W.3.4

SL.3.1 b-c;

L.3 b-i; L.3.2e-g; L.3.3;

Grade 4:

W.4.1 a-d; W.4.2 a-e; W.4.4

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

SL.4.1c
L.4.1 a-g
L.4.2 a-d
L.4.3a
L.4.6

Essential Questions/Enduring Understandings

Essential Questions:

- What is pattern? What can be used to create a pattern?
- Where are patterns found in nature?
- How can an artist create rhythm or movement in a stationary piece of artwork?
- Why is balance important in art? What are different ways a composition can be balanced?
- What is symmetry and what are the different types of symmetry?
- Where can you find examples of symmetry in nature?

Enduring Understandings:

- Pattern is repetition of the elements of art or anything else; there are patterns in music, in math, jumping jacks are a pattern of repeated movements, patterns are everywhere.
- Patterns are found quite frequently in nature, in animals on their feathers or fur, insect wings, reptile or fish scales; flowers and plants; bricks on a house; rainbows; clouds, etc.
- An artist can create rhythm or movement by using one or a combination of the elements of art or principles of design.

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

- Balance is important in art because no matter what type of balance is present within the composition it will help draw the viewer to the focal point, thus enhancing the message or theme. Different types of balance include symmetrical, asymmetrical and radial.
- Symmetry is when things are exactly the same on either side of a line; when shape is exactly the same when you flip, slide or turn it.
- Types of symmetry are bilateral or reflection symmetry, radial or rotational symmetry, translational symmetry, and asymmetry, or lack of symmetry.
- Examples of symmetry in nature are everywhere, from tree leaves to butterfly wings, from flowers to humans.

Instructional Strategies/Activities (How will the students reach the learning targets?)	Modifications/Extensions (How do I differentiate?)	Assessments (How will the students demonstrate mastery?)	Resources/Technology (What resources and materials will students need?)
Students will read the poem “The Great Figure,” by William Carlos and view the painting by Charles Demuth, “The Figure 5 in Gold.” They will analyze how the poem inspired the painting and identify what specific elements of art and principles of design were used to visually depict it.	IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete Limit choices Modify amount of work Provide outlines and skeleton notes Pair verbal w/ visual 504:	Formative: Do-Nows, exit tickets, oral questioning, discussion, practice pieces, student sketch book Summative: See Performance / Interdisciplinary Tasks Appendices A and B Alternative Assessments:	www.awesomeartists.com Charles Demuth, “The Figure 5 in Gold,” 1928 inspired by the William Carlos poem, “The Great Figure” http://www.wisdomportal.com/Christmas/Figure5InGold.html Tang, Greg.

**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

<p>Students will discuss whether or not the artist was successful in carrying out his message and share their opinions based on observable information.</p> <p>Students will create their own version of a “figure in gold.” They will utilize a randomly chosen number as their focal point, with a pattern of lines radiating from the middle for emphasis (8 different sections) and creating movement. The entire background will be painted, students demonstrating proper use of watercolor paints. Students will generate 8 different mathematic equations that equal their number. Students must employ addition, subtraction, multiplication, and division. Each equation will be written repeatedly in various directions in each section creating a pattern using only numbers. The main number will be embellished.</p>	<p>Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud Limit choices Modify amount of work Provide outlines and skeleton notes ELL: Pair verbal with visual Allow / encourage use of Google Translator Gifted & Talented: Students may write their own poem that describes the movement and imagery within their artwork Students can present their book to a younger grade, and conduct a short lesson. Create a frame that draws from elements within their composition and will also enhance their artwork.</p>	<p>Grade 3: (Choose 1) Project 1: Color Prism Bird Painting Project 2: City Scape Collage Project 3: Op-Art Project 4: Desert Landscape</p> <p>Grade 4: (Choose 1) Project 1: Cool Shoes Project 2: Prism Name Painting Project 3: Print Making Project 4: Op-Art</p> <p>Benchmark Assessment: art portfolio</p>	<p><i>Matherpieces;</i> Scholastic, Inc.; 2003.</p> <p>Media: drawing paper, watercolor paints, rulers markers, glitter, glue, brushes, permanent parkers, tissue paper, construction paper, cotton swabs</p> <p>Caruana, Wally. <i>Aboriginal Art.</i> London: Thames & Hudson, 2003. Print.</p> <p>http://art-educ4kids.weebly.com/aboriginal-art-andpatterning.html</p> <p>http://en.wikipedia.org/wiki/Mola_(art_form)</p> <p>www.fabricandwoodideas.com/fabricquilting_info.htm</p>
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Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

<p>Students will read <i>Matherpieces</i>, by Greg Tang. They will identify how Tang uses art to exemplify mathematics. . They will discuss ways in which math and art can be related. They will create their own page of a “Matherpieces” book utilizing multi-media. Upon completion all pages will be put together to complete a single book. Students will review types of shapes and differentiate between geometric, natural and organic or freeform shapes. Students will draw 15 shapes, a combination of geometric, natural or organic and freeform; shapes may touch each other and some must overlap. Students should be using their entire paper. Within each newly created shape or space, students must create a pattern. They may use lines or</p>	<p>Students can create a frame extending the dot pattern or employing a pattern of lines. Allow choice wherever possible</p>		<p>http://www.molaartandcraft.com/blog/#.UeCS mxXD_oY</p>
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**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

<p>shapes or a combination of the two. The color scheme will be monochromatic, as students will complete the composition with a tissue paper bleed, using a variety of colors.</p> <p>Students will be assessed via rubric.</p> <p>Students will work together to research imagery of cloth molas of the Kuna Indians of Panama as well as Aboriginal artwork from Australia.</p> <p>Observe how the different elements of art and principles of design are utilized. Students will merge characteristics of the two types of artwork into one.</p> <p>Starting with a contour line drawing of an animal, students will continue to enlarge the</p>			
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**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

<p>contour line on pieces of construction paper creating at least 5-7 layers. Then students will paint a pattern of dots and/or lines on each layer. To “frame” the focal point, a shape will be chosen and instead of drawing the circle, dots will be used to outline the shape and then continue in a concentric pattern until the entire shape is filled. The shape will be repeated until the background is filled. An additional pattern of color will be implemented within the concentric lines of your shapes your choice of warm/cool or complimentary.</p> <p>Students will critique each other’s artwork.</p>			
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**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**

Vocabulary Words/Key Terms:			
Pattern	Unity	Theme	Abstract
Rhythm	Variety	Vertical	
Movement	Aboriginal	Horizontal	
Symmetry	Paper Mola	Geometric	
Radial	Balance	Natural	
Bilateral	Space	Organic	
Reflection	Two-dimensional	Linear	
Mirror-image	Three-dimensional	Shape	
Rotational	Composition	Space	
Translational	Contour Line	Overlap	
Asymmetry	Continuity	Color Scheme	
Elements of Art	Medium/Media	Monochromatic	
Principles of Design	Subject Matter	Tissue Paper Bleed	

Appendix A: Performance Task/s(Interdisciplinary Connections)

Unit 3: Pattern 3-4

Interdisciplinary Tasks

Grade 3

English Language Arts Standards: W.3.2 b-d; W.3.4; SL.3.1 b-c; L.3 b-i; L.3.2e-g; L.3.3; L.3.3

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

In a written response, describe, in detail, three different types of patterns found in nature. What types of patterns are they? What characteristics make them a pattern? Also define what a pattern is and what can be used to create a pattern. Include drawn examples or examples printed off the computer.

Grade 4

English Language Arts Standards:W.4.1 a-d; W.4.2d; W.4.4

In two paragraphs, using complete sentences, explain how an artist can depict movement in a piece of artwork that doesn't move. If you had to show movement, what would you choose as your main subject? How would you depict it? And, why would choose that specifically? Research imagery on-line and print an example that demonstrates and reiterates your written points.

Appendix B: Summative Assessment

Unit 3: Pattern 3-4

Grade 3

We have discussed different types of symmetry and lines. You will be using one continuous line, derived from something you use daily, and create a mirror image of that line for the basis of your composition.

You are going to take the continuous line of your scripted first name, then using a transfer method, create a mirror image of it. Once this is completed your name will take on an organic shape and may not be easy to decipher. A pattern of varied lines of color

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

numbering 10-15) will be placed around your name. In the remaining space you will add more shapes and lines that enhance your design.

Students will also be able to experiment with creating digital symmetrical art utilizing various axes via the following website.

<http://www.mathsisfun.com/geometry/symmetry-artist.html>

Grade 4

Students will draw 15 shapes, a combination of geometric, natural or organic and freeform; shapes may touch each other and some must overlap. Students should be using their entire paper. Within each newly created shape or space, students must create a pattern. They may use lines or shapes or a combination of the two. The color scheme will be monochromatic, as students will complete the composition with a tissue paper bleed, using a variety of colors.

Summative Assessment Unit 3: Pattern Grade:3-4 Theme: Pattern and Rhythm in Aboriginal Paper Molas

NJSLS: 1.1.5.D.2; 1.3.5.D.1; 1.3.5.D.2; 1.3.5.D.5; 1.4.5.B.1; 1.4.5.B.4

English Language Arts Standards:W.4.2 a-e; W.4.4; SL.4.1c;

L.4.1 a-g;L.4.2 a-d; L.4.3a; L.4.6

21st Century Life and Careers Standards

- 9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

- 9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Inter- disciplinary connections: English Language Arts

Introduction:

We have looked at patterns in Aboriginal art from Australia and cloth molas of the Kuna Indians from Panama. You have the task of putting attributes from each style into your own artwork.

Essential Questions: What are some ways to showcase pattern in art?

Enduring Understandings: You can use a repetition of any of the elements of art to create a pattern.

The Task: You are going to take the characteristic pattern of dots from Aboriginal and fuse it with the pattern of layers adorning a paper mola and merge them together into one piece of art. Starting with a contour line drawing of an animal, you will continue to enlarge the contour line on pieces of construction paper creating at least 5-7 layers. Then you will paint a pattern of dots and/or lines on each layer. To “frame” your focal point, you pick a shape, such as a circle and instead of drawing the circle, you will use dots to outline the shape and then continue in a concentric pattern until you fill the entire shape. You will have as many of this repeated shape as needed to fill the entire background. An additional pattern of color will be implemented within the concentric lines of your shapes your choice of warm/cool or complimentary.

Process/ or Steps:

1. Review Aboriginal art from Australia and the style of cloth molas of the Kuna Indians from Panama. Discuss how pattern is used within each

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

2. Draw a contour line of an animal.
3. Cut out and glue the animal onto a larger piece of paper.
4. Leaving space, about a finger width, draw an expanded contour line around the original animal.
5. Cut on new line, glue, draw, repeat until you have about 5-7 or so layers. Layer amounts will vary depending upon width of layers. Layers can vary in color or students may adhere to a color scheme.
6. Once all layers are completed, glue onto final piece of uncut paper.
7. Cotton swabs will be used to paint a pattern of lines and/or dots onto each layer, or perhaps every other layer. For this step a color scheme will be implemented.
8. Once all layers are complete, choose a shape that will be repeated to complete your composition in the background.
9. The shapes will be “drawn” with painted dots, of alternating colors with alternating colors of a chosen color scheme: warm/cool, analogous, complimentary, tint or shade.
10. Once the main outline of each shape is placed on the paper, overlapping if necessary, the inside of each shape will be filled with concentric lines of painted dots continuing the color chosen color scheme.
11. In writing, paragraph form, explain what elements of art or principles of design you used. Specifically take note of where and which cultural art form they were inspired by. Also explain how they are all able to work together in one cohesive piece of artwork.

Websites/Resources:

Caruana, Wally. *Aboriginal Art*. London: Thames & Hudson, 2003. Print.

**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**



<http://art-educ4kids.weebly.com/aboriginal-art-and-patterning.html>

[http://en.wikipedia.org/wiki/Mola_\(art_form\)](http://en.wikipedia.org/wiki/Mola_(art_form))

**Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4**



http://www.fabricandwoodideas.com/fabric-quilting_info.htm



<http://www.barefootpanama.com/panama-and-its-history/1059/>

http://www.molaartandcraft.com/blog/#.UeCSmxXD_oY

Mullica Township School District
Visual Arts Curriculum
Grades 3 - 4

