



3rd Grade Art & Literacy Curriculum Set

Projects that Build Knowledge around Content-Rich Literacy Topics

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About the Curriculum

IMPACTFUL: With the Art & Literacy Curriculum Set, common literacy topics were identified for each grade by comparing freely available (OER) literacy curricula¹. Doodles Academy then created a series of art projects designed to build knowledge around the ELA topics, and paired the projects with supplemental materials to support literacy learning outcomes.

HIGH-QUALITY: The Doodles Academy curriculum encourages a growth mindset by focusing on process over product: projects are designed to allow students to tell their own stories and individualize art projects. This creates a more engaging and more challenging environment where students learn to solve their own problems rather than copying a model.

EASY-TO-USE: The Doodles Academy curriculum is easy to implement whether or not educators have a background in the arts: comprehensive, clear, standards aligned plans are provided, and links to demonstration videos are included. All projects have been thoroughly workshopped in real classrooms.

¹ El Education and Bookworm Curricula

Outline of Course Components

Overview:

2 projects, 10 lessons, per grade level (1st-5th Grade)

Project Contents:

1. At-a-Glance and Standards:

- a. The 'At-a-Glance' and 'Standards' page gives an overview of the project. Everything on this page is applicable to the project in its entirety. Included on this page are the following sections:
 - i. Synopsis
 - *Identifies the Literacy Topic this project connects to*
 - *Identifies the grade-level*
 - *A quick summary of the project*
 - ii. List of Materials
 - iii. List of Books/Media
 - iv. List of Photocopies needed, with links to the documents
 - v. Knowledge Building:
 - Text Set
 - a. *Suggested resources from different genre, media, and levels of reading difficulty designed to support knowledge building around the given topic. These are a suggested resource to increase contextual understanding of the literacy topic; the art projects can be done without also introducing text sets.*
 - Key Vocabulary:
 - a. *Tier 2 & Tier 3 Vocabulary*
 - i.
 - vi. Standards
 - Common Core

- Integrations
 - a. *Potential ways this project could integrate with other subject areas*
 - b. *Connections to known OER content*
- National Core Visual Art Standards
- Art Principles
- Art Elements

Typical Lesson Structure:

Each project contains five 45-60 minute long lessons plans. While not without exception, the first four lessons typically follow the same format, and the fifth lesson is used as a workday. In some cases, a teacher may opt to give students an additional workday. A typical lesson plan includes the following, in the following order:

Overview:

1. Synopsis
 - a. *A quick summary of the lesson*
2. Objectives
3. Set-up
 - a. *Suggestions for setting up the materials and identifying anything to be prepped or considered in advance of the lesson*
4. Materials
 - a. *The materials needed for the lesson. This will often include 'optional' materials, with a reference to 'Early Finishers'. This refers to a section of the lesson plan that gives suggestions for what to do with students who finish ahead of their classmates.*
5. Photocopies
 - a. *The photocopies or examples needed for the lesson. Pay attention to the notes for quantity or if the photocopies are optional. As an example, teachers have the option of showing a video to introduce the lesson, or using the notes in the video section and presenting it themselves. If presenting it themselves, they will sometimes need to gather some examples prior to the lesson, and these would be notated in this section.*
6. Media
 - a. *Books, websites, etc. that student should be able to reference. Often these will be optional, so pay attention to notes.*
7. Inspiration Image

- a. *A link to an artwork, along with information about the artist and the circumstances around the creation of this artwork. This information can and should be imparted at the teacher's discretion during the discussion of the inspiration image.*

Lesson:

1. **Inspiration: 10min.**
 - a. *Look at and discuss the 'Inspiration Image', an art piece that introduces some of the lesson concepts (see inspiration image in the Overview). We suggest that this discussion be based on 'Visual Thinking Strategy', an inquiry-based teaching method that encourages students to use visual evidence and build on one another's observations to discuss an artwork. In this method of teaching, the teacher acts as facilitator, but should remain neutral as the student's observations guide the discussion.*
2. **Introduction: 5min**
 - a. **Watch the video introduction & check for understanding**
 - i. *The video is linked in the project's scope & sequence, & is alternatively available on the Doodles Academy online platform (doodles-academy.org/project, then navigate to the correct project and lesson).*
 - ii. *Included is a summary of the video introduction and basic instructions. This is for educators who choose to present and demonstrate the material without using the video. In this case, more time should be allotted for the introduction.*
3. **Worktime: 20-25min**
 - a. *Identifies whether it is group or independent work-time*
 - b. *Identifies a focus question for the instructor to help frame their interactions with students*
 - c. *Gives suggestions on how to structure work-time, including framing discussions*
4. **Cleanup & Presentations: 5-10min**
 - a. *This section outlines a group activity, discussion, or presentation to do while select helpers clean. Most typically, students share their works in progress and collect respectful feedback from their classmates.*
5. **Anticipated Problems**
 - a. *A section identifying problems that may arise, and how to address them*
6. **Early Finishers**
 - a. *Suggestions for students who finish early*

Project 1: Embracing Challenges

Project Overview:

5-6 lessons	<p>LEARNING: In this project, student artists learn about four different artists who faced mental or physical challenges and turned these challenges to their advantage.</p>		
	<p>CREATING: Student artists experiment with the idea of limitations. They are tasked with creating a sculpture from limited (recycled) materials. They finish by working with (a limited palette of) paint and mixing colors to complete their sculpture</p>		
	<p>CONNECTING: This project is thematically aligned with the topic 'embracing challenges'. Specifically, it addresses the idea of overcoming challenges through initiative, creative problem solving, and perseverance.</p>		
At-a-Glance & Standards		Link: http://bit.ly/EC_at-a-glance_standards	
Lesson 1	SW learn about Judith Scott, an artist born with down syndrome who created abstract fiber sculptures; they then have time to finish their sculptures from lesson 1.	Video Link: https://vimeo.com/258009418	Link to Lesson: bit.ly/EC_L1_3rdGrade
Lesson 2	SW learn about the artist Chuck Close, who is has a mental disorder called 'Face Blindness' as well as paralysis later in life; they then use found or recycled materials to begin building a sculpture.	Video Link: https://vimeo.com/258009178	Link to Lesson: bit.ly/EC_L2_3rdGrade
Lesson 3	SW learn about the artists Wassily Kandinsky who had synesthesia (heard colors); they then participate in a color mixing challenge.	No Video	Link to Lesson: bit.ly/EC_L3_3rdGrade
Lesson 4	SW learn about Yayoi Kusama, a Japanese artist known for immersive installations full of patterns and bright colors who states that her art is primarily inspired by her hallucinations; they then have time to paint their	Video Link: https://vimeo.com/284005805	Link to Lesson: bit.ly/EC_L4_3rdGrade

	sculpture.		
Lesson 5	SW have a fifth day entirely for finishing and refining work.	No Video	Link to Lesson: bit.ly/EC_L5_3rdGrade
(optional)	Final day to work on and complete project	No Video	No Lesson
Assessment Rubric		Link: http://bit.ly/EC_assessment-rubric	

Project 2: Art & Advocacy

Project Overview:

5-7 lessons	<p>LEARNING: Students learn about how graphic designers can advocate through design: they learn about water problems around the world (pollution, access, and overuse), and look at and analyze ways that graphic designers have brought attention to this issue through their design.</p>		
	<p>CREATING: Students choose an issue that they feel strongly about and become graphic designers; they design a poster simplifying their issue into an easily digestible poster using the elements of movement, emphasis, and balance.</p>		
	<p>CONNECTING: This project is thematically aligned with the topic 'water';</p>		
At-a-Glance & Standards		Link: http://bit.ly/AA_At-a-g-glance_standards	
Lesson 1	<p>SW learn about how Charity:Water is using graphic design to advocate for water quality and access in rural areas. Students work in groups of 3-4, analyze effective poster design, and mock-up a poster advocating a solution to a water-related problem.</p> <p>Note: Students will have enough information at hand to complete this project in one day using provided facts. Teachers can opt to allow students time to find their own water facts through books and websites, but will then need to provide additional worktime.</p>	Video Link: https://vimeo.com/313482362	Link to Lesson: bit.ly/AA_L1
(optional)	Optional second day if students are researching their own facts (see lesson 1)	No video lesson	N/A (see lesson 1)
Lesson 2	SW learn about simplicity in messaging, then brainstorm and sketch a poster illustration and message for a topic that is meaningful to them.	Video Link: https://vimeo.com/313482362	Link to Lesson: bit.ly/AA_L2

	Note: if the class is working on a water unit, or students are doing persuasive speeches, the educator might want to consider deepening the learning being done in the classroom by limiting students to a specific advocacy topic rather than letting them choose their own.	2536	
Lesson 3	SW learn how to simplify objects into shapes, create a mockup, and using shape templates begin to draw their poster on watercolor paper.	Video Link: https://vimeo.com/313482806	Link to Lesson: bit.ly/AA_L3
Lesson 4	Students learn how designers use color to emphasize important areas in their design, then begin to paint their poster.	Video Link: https://vimeo.com/313483025	Link to Lesson: bit.ly/AA_L4
Lesson 5	SW have a fifth day entirely for finishing and refining work.	No video	See Lesson 4
(optional)	Optional final day to work on and complete project	No video	See Lesson 4
Assessment Rubric		Link: http://bit.ly/AA_AssessmentRubric	

Materials

	ASIN/ISBN	Size per	Project 4: Embrcing Challngs	Project 5 Art & Advocacy	Quantity to Order (class size=24-30)
Consumables					
pencils/2B	B071JM699B	30 count		X	1
eraser	B00JPAY9LM	36		X	1
sharpie	1884739	36		X	1
copy paper	B073H7VJ38	1 ream/500 sheets	X		1
large white paper or display (collaborative class-size)	B0072A95WK	1 display board	X		1
9x12" watercolor paper	BLICK	30 sheets		X	1
Cardboard Tubes, variety pack	B07JHKVBW7	24 total tubes	X		1
Cardboard/Chipboard Bases, 6"	B01HBUU1M8	50 sheets	X		1
Chipboard or cuttable-cardboard	B07BY95DMS	25 pieces, 8.5x11"	X		1
Masking Tape	B07CTGQ94F	12 pack/1"/60 yards	X		1
glue, individual bottles	B073V213F9	12 pack	X		3
glue, gallon	B073V213F9	1 gallon	X		1
6 Color Pump-Kit (Tempera Paint)	Blick- 00018-0089 00018-1019	1/2 gallon pack	X		1
gouache/opaque watercolors	Blick- 00380-0089	1 tray of 8 colors		X	15
Paper Cup (water for paint.etc)	B001E665UI	100		X	1

Wire	4336861524	pack of 200 16" pre-cut pieces	X		1
thick string	B0761S9FT8	2mm/100 yards	X		1
popsicle sticks'	B0018N4CM0	4.5"/120 pack multicolors	X		1
beads	B004D9DMMW	1000 per bag (9mm opening)			1
Reusable Art Goods					
low temp hot glue gun	B00YWWRLYU	gun w/10 sticks	X		2
low temp hot glue refills	B001BB8UZE	15 per bag	X		2
Brushes, round	B003V13JNA	72 brushes, 12 aprons (class set)		X	1
Brushes, flat	B0044S5FWW	72 brushes, 12 aprons (class set)	X	X	1
Painting Rags	B01BJM7MXK	25 pack	X	X	1
palettes	B078SRR7ZF	Pack of 24	X		1
Books (non-optional)					
We'll Paint the Octopus Red by Stephanie Stuve-Bodeen & Pam Devito.	1890627062		X		1
'The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art' by Barb Rosenstock	307978486		X		1
Teacher Responsibility					
Misc recycled materials	NA	TEACHER COLLECTS	X		
Standard (assume that all classrooms have)					
scissors			X		
Pencil Sharpener			X	X	

Optional (not included-see scope & sequence for details)					
colored pencils				X	
Lined paper				X	
shape making tools such as a compass, pattern blocks, etc., shape templates, alphabet stencils in a variety of sizes				X	
“One Well: The Story of Water on Earth”, by Rochelle Strauss	9781553379546			X	
“Water Pollution”, by Rhonda Lucas Donald	9780516273570			X	
“You Wouldn’t Want to Live Without Clean Water!”, by Roger Canavan	531213102			X	
Thank You, Mr. Falker’ by Patricia Polacco	399257624		X		
Six Dots: A Story of Young Louis Braille By Jen Bryant	449813398		X		
A Good Trade by Alma Fullerton	986949590		X		
Clean Water (Sally Ride Science) by Beth Geiger	1596435771		X		
Our World of Water: Children and Water Around the World by Beatrice Hollyer	805089411		X		
Not a Drop to Drink: Water for a Thirsty World by Michael Burgan	1426303602		X		

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