

Art Curriculum: Grade 3

Unit 1: What Is Art: Seeing & Creating

Big Idea	EQ	Concept	Competency	Standards
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How does reflection influence the process and product of art-making?	Collaborative reflection is a crucial part of the art-making process, and often affects the final artwork.	Reflect with classmates on an in-process work of art and describe how that reflection affects the final product.	9.1.3.A , 9.1.3.B , 9.1.3.C

	Topic	Eligible Content/ Standards	Details	Resources
1	Sketching: Keeping a Sketch folder	9.1	<ul style="list-style-type: none"> Understand that sketching is a process of seeing, thinking, and exploring ideas Make sketches for practice, planning & art project ideas Create a personalized sketch folder cover design to use for sketch papers, project reflections and assessments 	Smart board; Chapman, Laura H. <u>Adventures In Art</u> (Level 3), Davis Publications, 1998. (pg. 8-9)

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Unit 2: Kinds of Art: Ideas for Art

Big Idea		EQ	Concept	Competency	Standards
The arts provide a medium to understand and exchange ideas.		How has the definition of art changed over time?	The definition of art has changed over time as people have exchanged ideas.	Identify a contemporary work of art that would not have been considered art in another time, and describe the rationale for this choice.	9.1.3.F , 9.2.3.E

	Topic	Eligible Content/ Standards	Details	Resources
1	Lines & Shapes Surrealism: Imaginary Place	9.1 9.2	<ul style="list-style-type: none"> Identify the surrealist works of Joan Miro as works that would not have been considered art in another time and describe the rationale for this choice. Compare and contrast the work of Miro, Dali & Magritte Appreciate that lines and shapes can be used imaginatively to create a work of art Incorporate a variety of lines & shapes into an etching that shows an imaginary place Reflect on your finished work 	Smart board; art reproductions; art assessment; Chapman, Laura H. Adventures In Art (Level 3), Davis Publications, 1998. (pg. 10-11); Johnson, D.B., Magritte's Marvelous hat , New York, 2012.
2	Animation: Film & TV	9.1	<ul style="list-style-type: none"> Understand that animated films are composed from sequences of pictures Create a character and choose an action for the characters movement Create a sequence of pictures with different positions showing movement Be aware of changes/ similarities in art over time 	Smart board; art reflection/ assessment; You tube: How Animation Works & The History of Animation ; Chapman, Laura H. Adventures In Art (Level 3), Davis Publications, 1998. (pg. 90-91)

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Unit 3: How Artists Work

Big Idea	EQ	Concept	Competency	Standards
Artists use tools and resources as well as their own experiences and skills to create art.	How might the resources available to a person influence the artwork they create?	Artists make art with the resources that are available to them.	View, discuss and create works of art that use a limited type or amount of supplies.	9.1.3.H , 9.1.3.J , 9.1.3.K
	Topic	Eligible Content/ Standards	Details	Resources
1	Drawing People: Seeing Proportions	9.1	<ul style="list-style-type: none"> Understand that some artwork is based on sketches of real people Draw pictures of students who pose Study angles or bends in each figure Show basic proportion in drawing 	Smart board, art reproductions; Chapman, Laura H. Adventures In Art (Level 3), Davis Publications, 1998. (Pg. 56-57)
2	Drawing/ space: Expressive Crowd	9.1	<ul style="list-style-type: none"> Understand the use of overlap and size changes to suggest distance Draw a picture crowded with figures View, discuss, and create works that use a limited amount of supplies 	Smart board; Chapman, Laura H. Adventures In Art (Level 3), Davis Publications, 1998. (pg. 64-65).

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Unit 5: Art & Culture

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Big Idea	EQ	Concept	Competency	Standards
People have expressed experiences and ideas through the arts throughout time and across cultures.	What role does art play in defining a culture?	Cultures have unique artistic traditions.	Analyze the artistic traditions evidenced in the artwork of a variety of cultures, including works by Pennsylvania artists.	9.2.3.A , 9.2.3.B , 9.2.3.C , 9.2.3.G , 9.2.3.H , 9.2.3.J , 9.2.3.K
	Topic	Eligible Content/ Standards	Details	Resources
1	Christmas/ Seasonal Craft	9.1 9.2	<ul style="list-style-type: none"> Be aware of cultural/ holiday traditions that lead artists to create crafts Create a holiday or seasonal craft Analyze artistic traditions evidenced in the holiday crafts of a variety of cultures including local or Pennsylvania artists 	Smart board
2	Pottery: Clay Pinch Pot	9.1 9.2	<ul style="list-style-type: none"> Examine varieties of ceramic containers from different cultures Learn basic procedures for making a pinch pot, using ceramic or water- based clay 	Smart board; Chapman, Laura H. Adventures In Art (Level 3) , Davis Publications, 1998. (pg. 110 - 111); art reproductions; art assessment; VHS: Reading Rainbow: The Legend Of The Indian Paintbrush , GPN/WNEO-TV, 1996.

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3	Pop Art/ Andy Warhol	9.1 9.4	<ul style="list-style-type: none"> Recognize that Pop artists view everyday objects as subjects for art Understand procedures used in relief printing Create a repeating pattern of a popular symbol using the relief printing technique Identify possible meaning of works of art showing everyday objects. 	Smart board; <u>Art Express</u> , Harcourt Brace, 1998. (pg. 64-65); VHS: <u>Dropping In On Andy Warhol</u> , Crystal Productions.

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Unit 4: What Does Art Mean?

Big Idea	EQ	Concept	Competency	Standards
People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do observation and description help us to make meaning about a work of art?	Observation and description help us make meaning about a work of art.	Identify possible meanings of a work of art based on a close observation of the work.	9.4.3.A , 9.4.3.B

	Topic	Eligible Content/ Standards	Details	Resources
1	Fiber Art: Story Cloth	9.1 9.2	<ul style="list-style-type: none"> • Understand the meaning of the terms fiber, fiber artist, weaving, and pulled threadwork • Be aware of the story cloth works created by artist, Faith Ringgold (Tar Beach) • Understand that fabric, yarn, and thread can be used to create artwork • Create a story cloth in burlap using pulled thread work, appliqué, and add stitching 	Smart board; Chapman, Laura H. Adventures In Art (Level 3), Davis Publications, 1998. (pg.118- 119 & 122-123); art reproductions; Ringgold, Faith, Tar Beach , New York, Crown Publishing, 1991.

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Unit 6: Observing & Judging Art

Big Idea		EQ	Concept	Competency	Standards
There are formal and informal processes used to assess the quality of works in the arts.		What role does observation play in our assessment of an artwork's quality?	Observing a work of art is an important part of forming a judgment about its quality.	Closely observe a work of art and form a judgment about its quality based on this observation.	9.3.3.A , 9.3.3.G
	Topic	Eligible Content/ Standards	Details	Resources	
1	Painting: Variety through color	9.1 9.3	<ul style="list-style-type: none"> Identify primary, secondary & intermediate colors on the color wheel and in artwork Identify tints and shades in art work Create a tempera painting in the style of Pointillism using primary colors to create secondary, intermediate, tints& shades of colors to portray a colorful seascape. Closely observe the works of Georges Seurat and form a judgment about the quality of his pointillist paintings based on this observation 	Smart board; art reproductions; painting & color technique posters; art assessment; Venezia, Mike, Getting To Know The World's Greatest Artists: Georges Seurat , Children's Press, 2002.	

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