

# GRADE 3 ART

**Description:**

Students in grade 3 will learn how drawing, painting, 3D art and texture and different media techniques and processes can be used to communicate ideas, feelings, experiences, and stories. Grade 3 art students will describe their personal response to specific works of art using visual art terminology. Students will identify the different ways visual characteristics are used to convey ideas.

## COURSE OVERVIEW

**Course Goals**

Students will be able to:

- Understand how lines can be expressive
- Differentiate a variety of lines
- Develop awareness of scale and proportion
- Recognize values
- Understand the use of applying various colors.
- Recognize that the application of paint is used to express a mood, a season, or an original idea.
- Recognize various styles of painting that artists use.
- Recognize how color is applied using various media.
- Understanding a variety of brushstrokes
- Identify the properties of Shapes versus Forms.
- Understand how Forms or Sculptures are joined.
- Understand how Forms or Sculptures are balanced.
- Identify a variety of Sculptural tools and media.
- Define Mixed Media.

**Artistic Processes**

- Create
- Present
- Respond
- Connect

**Anchor Standards**

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.**
- Anchor Standard #2. Organize and develop artistic ideas and work.**
- Anchor Standard #3. Refine and complete artistic work.**
- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.**
- Anchor Standard #6. Convey meaning through the presentation of artistic work**

**Course Skill Objectives**

Students will:

- Use a variety of lines in drawing.
- Use shading to create volume.
- Use texture lines in drawing.
- Apply knowledge of scale and proportion.
- Mix and apply the primary colors and secondary colors.
- Use a variety of tools, such as paint brushes, sponges, palette knives, etc...to apply color.
- Use a variety of media, such as paint, paper, oil pastels...etc. to apply color.
- Create works of art that reflect a mood, a season, or an original idea using a variety of colors.
- Create a balanced Form or Sculpture.
- Select and apply a variety of materials to Form or Sculpture.
- Create a two-dimensional work of art using a variety of media.
- Create a three-dimensional work of art using a variety of media.

<ul style="list-style-type: none"> <li>• Identify Mixed Media two-dimensional and three-dimensional works of art.</li> <li>• Identify various media in works of art.</li> <li>• Understand how various media is applied in two-dimensional and three-dimensional works of art.</li> </ul>	<p><b>Anchor Standard #7. Perceive and analyze artistic work.</b></p> <p><b>Anchor Standard #8. Interpret intent and meaning in artistic work.</b></p> <p><b>Anchor Standard #9. Apply criteria to evaluate artistic work.</b></p> <p><b>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</b></p> <p><b>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b></p>	
<p><b><u>Units</u></b></p> <p>Unit 1 - <a href="#">Intro to Drawing</a></p> <p>Unit 2 - <a href="#">Color Application</a></p> <p>Unit 3 - <a href="#">Sculpture</a></p> <p>Unit 4 - <a href="#">Mixed Media</a></p>	<p><b><u>Essential Questions</u></b></p>	<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Chinese animals, black ink brush lines</li> <li>• Contour drawing</li> <li>• Scratchboards</li> <li>• Landscape and still life drawings in a variety of materials</li> <li>• Aboriginal drawings using a variety of materials and found objects</li> <li>• Learn or teach them house to use...</li> <li>• Markers, crayons, oil pastels, chalk graphite pencils, colored pencils, charcoal</li> <li>• Gray Scale</li> <li>• Blanding tools</li> <li>• Ink and brushes</li> <li>• Rulers, compasses</li> <li>• Drawings, Paintings, and/or Collages</li> <li>• Painting with found objects.</li> <li>• Painting with tools, such as sponges, rollers, and/or palette knives.</li> </ul>

		<ul style="list-style-type: none"> <li>● Artist Statement</li> <li>● Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio</li> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Color Application Assessment</li> <li>● Applying color using recycled materials.</li> <li>● Color symbolism, in relation to history and culture.</li> <li>● Exemplar Artists to consider including are Kandinsky, Frank Stella, and Mark Rothko.</li> <li>● Clay Forms</li> <li>● Paper Sculpture</li> <li>● Found Object/Assemblages</li> <li>● Paper Mache</li> <li>● Wire Sculpture</li> <li>● Wood/Foam Sculpture</li> <li>● Plastercraft Sculpture</li> <li>● Exemplar Sculptors to consider including are George Segal, Claes Oldenburg, Alexander Calder, and Louise Nevelson.</li> <li>● American Engineering Structures based on differing elements of weather.</li> <li>● Structural elements from various cultures.</li> <li>● Mosaic work of art</li> <li>● Painted and Solid Paper Collage</li> <li>● Found Object or Assemblage work of art</li> <li>● Jewelry and/or Fiber Projects</li> </ul>
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- Mixed Media elements from various cultures, such as Native American Art, African Art, and Asian Art.
- Exemplar Artists to consider including are Louise Nevelson and Jasper Johns.

## Unit 1 – Intro to Drawing

### Unit Objectives

Students will be able to:

- Understand how lines can be expressive
- Differentiate a variety of lines
- Develop awareness of scale and proportion
- Recognize values

### Skill Objectives

Students will:

- Use a variety of lines in drawing.
- Use shading to create volume.
- Use texture lines in drawing.
- Apply knowledge of scale and proportion.

<p><b>Creating</b>  <b>Anchor Standard 1:</b>  Generate and conceptualize artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 5:</b>  Develop and refine artistic techniques and work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 7:</b>  Perceive and analyze artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 10:</b>  Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b><u>Enduring Understandings</u></b>  Creativity and innovative thinking are essential life skills that can be developed</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals</p> <p><b><u>Essential Questions</u></b>  What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p><b><u>Enduring Understandings</u></b>  Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><b><u>Essential Questions</u></b>  What methods and processes are considered when preparing artwork for presentation or preservation?  How does refining artwork affect its meaning to the viewer?  What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><b><u>Process Components</u></b>  Analyze, Select, Share</p> <p>Identify and explain how and where different cultured record and illustrate stories and history of life through art.</p>	<p><b><u>Enduring Understandings</u></b>  Visual imagery influences understanding of and responses to the world.</p> <p><b><u>Essential Questions</u></b>  What is an image?  Where and how do we encounter images in our world?  How do images influence our views of the world?</p> <p><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>Determine messages communicated by an image</p>	<p><b><u>Enduring Understandings</u></b>  Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b>  How does engaging in creating art enrich people’s lives?  How does making art attune people to their surroundings?  How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?</p> <p><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>Develop a work of art based on observations of surroundings</p>

<p><b><u>Process Components</u></b> Investigate/Plan/Make</p> <p>Elaborate on an imaginative idea.</p> <p>Apply knowledge of available resources, tools, and technologies, to investigate personal ideas through the art making process.</p>			
<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Chinese animals, black ink brush lines</li> <li>• Contour drawing</li> <li>• Scratchboards</li> <li>• Landscape and still life drawings in a variety of materials</li> <li>• Aboriginal drawings using a variety of materials and found objects</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Learn or teach them how to use...</li> <li>• Markers, crayons, oil pastels, chalk, graphite pencils, colored pencils, charcoal</li> <li>• Gray Scale</li> <li>• Blending tools</li> <li>• Ink and brushes</li> <li>• Rulers, compasses</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Pre historic art exhibits symbolic representations such as mark making in caves</li> <li>• African Art</li> <li>• Tribal art</li> <li>• Japanese art</li> </ul>

## Unit 2 – Color Application

### Unit Objectives

Students will be able to:

- Understand the use of applying various colors.
- Recognize that the application of paint is used to express a mood, a season, or an original idea.
- Recognize various styles of painting that artists use.
- Recognize how color is applied using various media.
- Understanding a variety of brushstrokes

### Skill Objectives

Students will:

- Mix and apply the primary colors and secondary colors.
- Use a variety of tools, such as paint brushes, sponges, palette knives, etc...to apply color.
- Use a variety of media, such as paint, paper, oil pastels...etc. to apply color.
- Create works of art that reflect a mood, a season, or an original idea using a variety of colors.

<p><b>Creating</b>  <b>Anchor Standard 2:</b>  Organize and develop artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 4:</b>  Select, analyze, and interpret artistic work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 9:</b>  Apply criteria to evaluate artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 10:</b>  Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b><u>Enduring Understandings</u></b>  Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches.</p> <p>Artists and designers balance experimentation with safety, freedom and responsibility, while developing and creating artworks.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b><u>Essential Questions</u></b>  How do artists work?  How do artists and designers determine whether a particular direction in their work is effective?  How do artists and designers learn from trial and error?  How do artists and designers care for and maintain materials, tools, and equipment?  Why is it important for safety and health to understand and follow</p>	<p><b><u>Enduring Understandings</u></b>  Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts and artworks for preservation and presentation.</p> <p><b><u>Essential Questions</u></b>  How are artworks cared for and by whom?  What criteria, methods, and processes are used to select work for preservation or presentation?  Why do people value objects, artifacts, and artworks and select them for presentation?</p> <p><b><u>Process Components</u></b>  Analyze, Select, Share</p> <p>VA:Pr4.1.3a  Investigate and discuss possibilities and limitations of spaces, including electronic for exhibiting artwork.</p>	<p><b><u>Enduring Understandings</u></b>  People evaluate art based on various criteria.</p> <p><b><u>Essential Questions</u></b>  How does one determine criteria to evaluate a work of art?  How and why might criteria vary?  How is a personal preference different from an evaluation?</p> <p><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>VA:Re9.1.3a  Evaluate an artwork based on given criteria.</p>	<p><b><u>Enduring Understandings</u></b>  Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b>  How does engaging in creating art enrich people’s lives?  How does making art attune people to their surroundings?  How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>VA:Cn10.1.3a  Develop a work of art based on observations of surroundings.</p>



<p>correct procedures in handling materials, tools, and equipment?          What responsibilities come with the freedom to create?          How do objects, places, and design shape lives and communities?          How do artists and designers determine goals for designing or redesigning objects, places, or systems?          How do artists and designers create works of art or design that effectively communicate?</p> <p><b><u>Process Components</u></b>          Investigate/Plan/Make</p> <p>VA:Cr2.1.3a          Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>VA:Cr2.2.3a          Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>VA:Cr2.3.3a          Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.</p>			
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> <li>• Drawings, Paintings, and/or Collages</li> <li>• Painting with found objects.</li> <li>• Painting with tools, such as sponges, rollers, and/or palette knives.</li> </ul>	<ul style="list-style-type: none"> <li>• Artist Statement</li> <li>• Oral Presentation</li> <li>• Group Critique</li> <li>• Online Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Evaluation</li> <li>• Rubric Assessment</li> <li>• Color Application Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Applying color using recycled materials.</li> <li>• Color symbolism, in relation to history and culture.</li> <li>• Exemplar Artists to consider including are Kandinsky, Frank Stella, and Mark Rothko.</li> </ul>

## Unit 3 – Sculpture

### Unit Objectives

Students will be able to:

- Identify the properties of shapes versus forms.
- Understand how forms or sculptures are joined.
- Understand how forms or sculptures are balanced.
- Identify a variety of sculptural tools and media.

### Skill Objectives

Students will:

- Create a balanced form or sculpture.
- Select and apply a variety of materials to form or sculpture.

<p><b>Creating</b>  <b>Anchor Standard 3:</b>  Refine and complete artistic work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 6:</b>  Convey meaning through the presentation of artistic work.</p>	<p><b>Responding</b>  <b>Anchor Standard 9:</b>  Apply criteria to evaluate artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 11:</b>  Relate artistic ideas and work with societal, culture, and history through their interactions with and analysis of art.</p>
<p><b><u>Enduring Understandings</u></b>  Artist and designers develop excellence through practice through constructive critique, reflecting on revising and refining work over time.</p> <p><b><u>Essential Questions</u></b>  What role does persistence play in revising, refining, and developing work?  How do artists grow and become accomplished in art forms?  How does collaboratively reflecting on work help us experience it more completely?</p> <p><b><u>Process Components</u></b>  Investigate/Plan/Make</p> <p>VA:Cr3.1.3a  Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p>	<p><b><u>Enduring Understandings</u></b>  Objects, artifacts, and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><b><u>Essential Questions</u></b>  What is an Art Museum?  How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?  How do objects, artifacts, and artworks collected, preserved or presented, cultivate appreciation and understanding?</p> <p><b><u>Process Components</u></b>  Analyze, Select, Share</p> <p>VA:Pr6.1.3a  Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p>	<p><b><u>Enduring Understandings</u></b>  People evaluate art based on various criteria.</p> <p><b><u>Essential Questions</u></b>  How does one determine criteria to evaluate a work of art?  How and why might criteria vary?  How is a personal preference different from an evaluation?</p> <p><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>VA:Re9.1.3a  Evaluate an artwork based on given criteria.</p>	<p><b><u>Enduring Understandings</u></b>  People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b>  How does art help us understand the lives of people of different times, places, and cultures?  How is art used to impact the views of a society?  How does art preserve aspects of life?</p> <p><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>VA:Cn11.1.3a  Recognize that responses to art change depending on knowledge of the time and place in which it was made.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> <li>● Clay Forms</li> <li>● Paper Sculpture</li> <li>● Found Object/Assemblages</li> <li>● Paper Mache</li> <li>● Wire Sculpture</li> <li>● Wood/Foam Sculpture</li> <li>● Plastercraft Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>● Artist Statement</li> <li>● Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Color Application Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Exemplar Sculptors to consider including are George Segal, Claes Oldenburg, Alexander Calder, and Louise Nevelson.</li> <li>● American Engineering Structures based on differing elements of weather.</li> <li>● Structural elements from various cultures.</li> </ul>

## Unit 4 – Mixed Media

### Unit Objectives

Students will be able to:

- Define Mixed Media.
- Identify Mixed Media two-dimensional and three-dimensional works of art.
- Identify various media in works of art.
- Understand how various media is applied in two-dimensional and three-dimensional works of art.

### Skill Objectives

Students will:

- Create a two-dimensional work of art using a variety of media.
- Create a three-dimensional work of art using a variety of media.

<p><b>Creating</b>  <b>Anchor Standard 1:</b>  Generate and conceptualize artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 6:</b>  Convey meaning through the presentation of artistic work.</p>	<p><b>Responding</b>  <b>Anchor Standard 8:</b>  Interpret intent and meaning in artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 11:</b>  Relate artistic ideas and work with societal, culture, and history through their interactions with and analysis of art.</p>
<p><b><u>Enduring Understandings</u></b>  Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches.</p> <p>Artists and designers balance experimentation with safety, freedom and responsibility, while developing and creating artworks.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b><u>Essential Questions</u></b>  How do artists work?  How do artists and designers determine whether a particular direction in their work is effective?  How do artists and designers learn from trial and error?  How do artists and designers care for and maintain materials, tools, and equipment?  Why is it important for safety and health to understand and follow</p>	<p><b><u>Enduring Understandings</u></b>  Objects, artifacts, and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><b><u>Essential Questions</u></b>  What is an Art Museum?  How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?  How do objects, artifacts, and artworks collected, preserved or presented, cultivate appreciation and understanding?</p> <p><b><u>Process Components</u></b>  Analyze, Select, Share</p> <p>VA:Pr6.1.3a  Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p>	<p><b><u>Enduring Understandings</u></b>  People gain insights into meanings of artwork by engaging in the process of art criticism.</p> <p><b><u>Essential Questions</u></b>  What is the value of engaging in the process of art criticism?  How can the viewer “read” a work of art as text?  How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>VA:Re8.1.3a  Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p>	<p><b><u>Enduring Understandings</u></b>  People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b>  How does art help us understand the lives of people of different times, places, and cultures?  How is art used to impact the views of a society?  How does art preserve aspects of life?</p> <p><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>VA:Cn11.1.3a  Recognize that responses to art change depending on knowledge of the time and place in which it was made.</p>

<p>correct procedures in handling materials, tools, and equipment?          What responsibilities come with the freedom to create?          How do objects, places, and design shape lives and communities?          How do artists and designers determine goals for designing or redesigning objects, places, or systems?          How do artists and designers create works of art or design that effectively communicate?</p> <p><b><u>Process Components</u></b>          Investigate/Plan/Make</p> <p>VA:Cr2.1.3a          Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>VA:Cr2.2.3a          Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>VA:Cr2.3.3a          Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.</p>			
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> <li>• Mosaic work of art</li> <li>• Painted and Solid Paper Collage</li> <li>• Found Object or Assemblage work of art</li> <li>• Jewelry and/or Fiber Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Artist Statement</li> <li>• Oral Presentation</li> <li>• Group Critique</li> <li>• Online Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Evaluation</li> <li>• Rubric Assessment</li> <li>• Mixed Media/ Texture Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed Media elements from various cultures, such as Native American Art, African Art, and Asian Art.</li> <li>• Exemplar Artists to consider including are Louise Nevelson and Jasper Johns.</li> </ul>