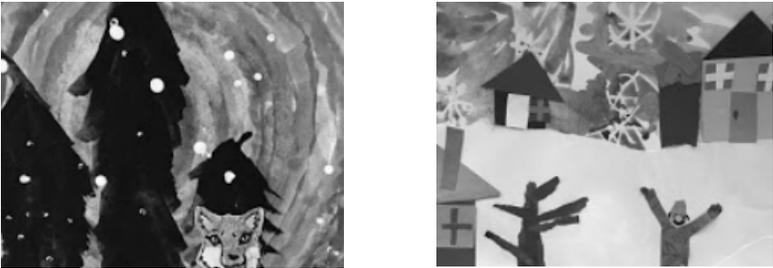
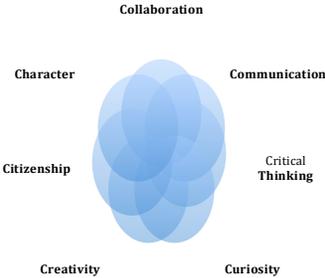


Content Area: Art	Course: Art	Grade Level: Third
		
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> ● Shape 	<ul style="list-style-type: none"> ● Ongoing 	
<ul style="list-style-type: none"> ● Line 	<ul style="list-style-type: none"> ● Ongoing 	
<ul style="list-style-type: none"> ● Color 	<ul style="list-style-type: none"> ● Ongoing 	
<ul style="list-style-type: none"> ● Form 	<ul style="list-style-type: none"> ● Ongoing 	
<ul style="list-style-type: none"> ● Value 	<ul style="list-style-type: none"> ● Ongoing 	
<ul style="list-style-type: none"> ● Texture 	<ul style="list-style-type: none"> ● Ongoing 	
<ul style="list-style-type: none"> ● Space 	<ul style="list-style-type: none"> ● Ongoing 	
<ul style="list-style-type: none"> ● The Etiquette of Art 	<ul style="list-style-type: none"> ● Ongoing 	
<ul style="list-style-type: none"> ● Art History 	<ul style="list-style-type: none"> ● Ongoing 	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Present	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • 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
Respond	<ul style="list-style-type: none"> • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Connect	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Title	Shape	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<p>How do we use shapes in our artwork?</p> <p>How do we recognize shapes in our environment?</p> <p>What is the line of symmetry?</p> <p>What is the difference between an organic shape and a geometric shape?</p>		
Standards*	<p>Create: Investigate: VA:Cr2.2.3a Investigate: VA:Cr2.3.3a</p> <p>Respond: Perceive: VA:Re7.1.2.3a Perceive: VA:Re7.2.3a</p>		
Unit Strands & Concepts	<p>Types of Shapes (symmetric, organic, geometric)</p> <p>Balance (radial, symmetrical, asymmetrical)</p> <p>Collage</p>		
Key Vocabulary	<p>symmetry, organic, geometric</p>		

*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](#)

Unit Title	Shape	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • organic, symmetric, and geometric shapes • line of symmetry • radial, symmetrical, asymmetrical balance • the difference between an organic and geometric shape 	<ul style="list-style-type: none"> • recognize the difference between shapes and forms • explore overlapping shapes and perspective • identify radial, symmetrical, and asymmetrical balance

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Line	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can you use lines to enhance shapes and textures? • How can you use line and color to communicate moods? • How can students differentiate and employ a variety of edges and line qualities? 		
Standards*	<p>Create: Investigate, Plan, Make: VA:Cr1.1.3a Investigate, Plan, Make: VA:Cr1.2.3a Investigate: VA:Cr2.2.3a Investigate: VA:Cr2.3.3a</p> <p>Respond: Perceive: VA:Cr7.2.3a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Types of Lines • Line Drawings 		
Key Vocabulary	zigzag, straight, dotted, wavy, curved, horizontal, vertical, diagonal, parallel		

Unit Title	Line	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • various kinds of lines • techniques to control lines using various mediums 	<ul style="list-style-type: none"> • use variety of lines to enhance details and textures • differentiate and employ a variety of edges and line qualities • create original works with a variety of lines and color that communicate emotions • create line drawings which use a variety of line types

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Color	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can students use line and color to communicate ideas and moods? • How can students experiment with and explore different colors and types of printing paper? • How can students mix colors by creating a collage using material and papers identified as translucent, transparent, and opaque? 		
Standards*	<p>Create: Investigate: VA: CR2.2.3a Reflect-Refine-Continue:VA:Cr3.1.3a</p> <p>Present: Select: VA: Pr4.1.3a Analyze: VA: Pr5.1.3a</p> <p>Respond: Perceive: VA: Re7.2.3a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Creating translucent image • Collage • Oil Pastels 		
Key Vocabulary	translucent, transparent, opaque		

Unit Title	Color	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> translucent, transparent, and opaque 	<ul style="list-style-type: none"> create a composition using warm and cool colors to suggest emotion experiment with and explore different colors and types of printing paper mix colors by creating a collage using material and papers identified as translucent, transparent, and opaque explain and discuss various aspects of the color wheel create compositions that show an understanding of primary, secondary, warm, cool and neutral colors

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Form	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is 3D art and how do we create it? • How can students research the uses and forms of ornament and decoration in ceramic ware across time and cultures, and reflect this research in one's own work? • How can students transform recyclables into an embellished construction? • How can students create a architectural structure exhibiting strong balance? 		
Standards*	<p>Create: Investigate- Plan- Make: VA:Cr1.1.3a Investigate- Plan- Make: VA Cr1.2.3a Investigate: VA: Cr2.1.3a Investigate: VA: Cr2.2.3a Reflect- Refine- Continue: VA: Cr3.1.3a</p> <p>Respond: Perceive: VA: Re7.1.3a Perceive: VA: Re7.2.3a Analyze: VA:8.1.3a Interpret: VA: Re9.1.3a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • 2D & 3D shapes • Additive Process • Architectural Paper Sculpture • Clay joining techniques 		
Key Vocabulary	2D, 3D, form, sculpture, clay		

Unit Title	Form	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • additive process in 3D design • 3D work needs to be pleasing to the viewer from all sides 	<ul style="list-style-type: none"> • identify the properties of 2D shapes vs. 3D shapes • recognize how different materials create a 3D form • create a 3D form • develop all sides of a 3D form • use a variety of materials to create 3D forms • research the uses and forms of ornament and decoration in ceramic ware across time and cultures, and reflect this research in one's own work • transform recyclables into an embellished construction

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Value	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is value? • How can students use a variety of tools to create value? 		
Standards*	<p>Create: Investigate: VA:Cr2.2.3a</p> <p>Respond: Perceive: VA: Re7.1.3a Perceive: VA: Re7.2.3a Analyze: VA:8.1.3a Interpret: VA: Re9.1.3a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Creating different values using texture plates • Crayon 		
Key Vocabulary	value, shading, tints, blending, mixing		

Unit Title	Value	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> value is found in works of art 	<ul style="list-style-type: none"> use shading to create value recognize value in their artwork and the artwork of others

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Texture	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is texture in art? • How do we create textural effect? • How do we create 3D texture? • How can students explore density and texture of materials, and combine media? 		
Standards*	<p>Create: Investigate: VA: Cr2.1.3a Investigate: VA: Cr2.2.3a</p> <p>Respond: Perceive:VA: Re7.1.3a Interpret: VA: Re9.1.3a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Patterns in Art • Texture in Art 		
Key Vocabulary	texture, pattern, environment		

Unit Title	Texture	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● modeling techniques ● rubbing methods 	<ul style="list-style-type: none"> ● identify properties of texture in 2D and 3 artwork ● understand the various types of textured surfaces ● identify textures in our environment ● understand how texture is created ● demonstrate a variety of textures on modeling materials ● explore 2D textural effects ● demonstrate a variety of techniques and where to find textures ● use textural effects on 3D forms ● explore density and texture of materials, and combine media

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	Space	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is space in art? • What are ways that space that can be used in our own artwork and the artwork of others? • How do we show and explain the relationship between parts and the whole? • How do we use overlapping to create a sense of space? • How can you make objects appear closer or farther away? • What is the difference between foreground and background? 		
Standards*	<p>Create: Investigate: VA: Cr2.1.3a Investigate: VA: Cr2.2.3a</p> <p>Present: Select: VA: Pr4.1.3a Analyze: VA: Pr5.1.3a Share: VA: Pr6.1.3a</p> <p>Respond: Perceive: VA: Re7.1.3a Perceive: VA: Re7.2.3a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Space • Depth • Foreground • Middle ground • Background 		
Key Vocabulary	right, left, over, under, top, bottom, front, back, side, foreground, middleground, background, overlapping,		

Unit Title	Space	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● foreground ● middleground ● background 	<ul style="list-style-type: none"> ● apply color to make objects appear closer or farther away ● adjust the size of objects to make them appear closer or farther away ● overlap objects to make them appear closer or farther away ● distinguish the difference between the foreground, middleground, and background ● recognize foreground, background, and middle ground in artist's work ● identify objects that are closer and farther away ● demonstrate overlapping as it relates to space

Assessments:	Teacher observation, student performance, regular and formative assessments
Teacher Resources:	Teacher generated resources

Unit Title	The Etiquette of Art	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>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 correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? 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 a work help us experience it more completely? 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>		
Standards*	<p>Create: Investigate: VA:Cr2.2.3a Reflect- Refine- Continue: VA: Cr3.1.3a Present: Select: VA:Pr4.1.3a Analyze: VA:PR5.1.3a Share: VA:Pr6.1.3a Respond: Perceive:VA:Re7.2.3a Analyze: VA:Re8.1.3a Interpret: VA:Re9.1.3a</p>		
Unit Strands & Concepts	<p>Art Critique (peer, self, and teacher) Art Show (preparation, set up, striking) Art Room Etiquette</p>		
Key Vocabulary	<p>Elements of art, principles of design Four steps of art criticism: description, analysis, interpretation, judgement.</p>		

Unit Title	The Etiquette of Art	Length of Unit	ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique 	<ul style="list-style-type: none"> • demonstrate responsibility and care in the use of art facilities, tools, and materials • respond to the formal and sensory qualities in a work of art and define their personal preferences • communicate constructive criticism through peer and self class critiques. • participate in various art exhibits • work independently and respect the work of others • select a body of work that contains the essence of one's creative efforts • maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment • formulate a working visual arts vocabulary • develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance) • understand other world cultures as they related to the experience and variety of different art forms • appropriate vocabulary to describe and evaluate their own work and the work of others • evaluate, interpret and make personal statements about works of art

Assessments:	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work

Unit Title	Art History	Length of Unit	ongoing
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Inquiry Questions (Engaging & Debatable)	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence chape deas, beliefs, and experiences? How do objects, artifact, and artworks collected, preserved, or presented, cultivate appreciate and understanding? How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?
Standards*	Present: Share: VA:Pr6.1.3a Connect: Relate: VA:Cn11.1.3a
Unit Strands & Concepts	Content Technique Cultural Concepts The evolution of art
Key Vocabulary	movement, the elements of art and principles of design, critique, appreciation, relevance

*Standards based on
For more information visit:

Unit Title	Art History	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● artists and the periods in which they worked ● movements and styles ● an understanding of how individual artists work ● art as a basic and universal language ● artists synthesize the ideas of their own and other cultures to create their work ● artists have communicated ideas in different ways 	<ul style="list-style-type: none"> ● incorporate historical reference into studio activities ● recognize common elements in different artists' work that represent a movement ● make connections between their understanding of their heritage, social experience, and environment ● develop an appreciation for cross-cultural influences in art ● recognize that art and the artist connecting links between cultures ● develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture

Assessments:	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources Artists website - based on medium Former student work