

**Content-based goals: Grade 3**

*In addition to reinforcing, deepening and expanding on content and skills learned in previous years, the third grade art curriculum includes:*

**I. Introduction to the formal properties of artworks****The Elements of Art: Introduce the “building blocks” of art (E)**

1. **Line (E1)**
  - a. Compare and contrast line quality within and between works of art.
  - b. Continue using and combining different types of lines in artworks.
  - c. Learn to measure accurately using a ruler.
2. **Color (E2)**
  - a. Compare and contrast primary, secondary, warm and cool colors within and between works of art.
  - b. Learn about opposite and related colors on the color wheel (complementary and analogous colors).
  - c. Continue practicing mixing varied colors to use in artworks.
  - d. Learn to blend colors in artworks.
  - e. Create artworks using different color schemes (color combinations).
3. **Texture (E3)**
  - a. Compare and contrast textures within and between works of art.
  - b. Continue using varied textures to enhance works of art.
  - c. Use lines to create texture (hatch/ cross-hatch, etc.)
4. **Shape (E4)**
  - a. Compare and contrast geometric and organic shapes within and between works of art.
  - b. Continue using geometric and organic shapes in 2-D works of art.
  - c. Learn about shapes found in nature.
5. **Form (E5)**
  - a. Review differences between 2-D and 3-D artworks.
  - b. Compare and contrast geometric and organic forms within and between works of art.
  - c. Continue making geometric and organic forms in 3-D works of art.
  - d. Learn about forms found in nature.
6. **Space (E6)**
  - a. Include foreground, middle ground and background areas in artworks.
  - b. Review rules of atmospheric perspective as they relate to the 2-D picture plane (closer foreground objects appear lower on the picture plane; distant background objects appear higher on the picture plane).
  - c. Review different points of view: bird’s eye, worm’s eye, front, back, side, etc.
  - d. Use overlapping to define space in artworks (perspective).

**The Principles of Design: Introduce basic compositional effects (P)**

1. **Repetition/Pattern (P1)**
  - a. Compare and contrast patterns within and between works of art.
  - b. Add patterns to works of art for visual interest, to add movement, etc.
  - c. Learn about patterns found in nature.
2. **Balance (P2)**
  - a. Compare and contrast symmetry and asymmetry within and between works of art.
  - b. Create a symmetrical work of art.
  - c. Examine concept of “visual weight” and create asymmetrical balance in a work of art.
3. **Movement (P3)**
  - a. Compare and contrast different kinds of movement within and between works of art.

- a. Explore differences between illustrated movement (a running figure) and visual movement (bold diagonal lines) in a work of art.
  - b. Create a sense of movement in a work of art using visual elements.
- 2. Composition (P8)**
- a. Define composition (arrangement of elements in a work of art).

## **II. Exploration of art media (M)**

1. Begin to understand appropriate uses and limitations of varied art media. **(M1)**
2. Continue practicing media used to date and begin combining media in artworks. **(M2)**
3. Identify media used in different works of art. **(M3)**

## **III. Introduction to art-making techniques (T)**

1. Continue practicing techniques used to date and begin combining techniques in artworks. **(T1)**

## **IV. Introduction to art-critical thinking (AC)**

### **Creative expression: using themes, symbols, events and personal experiences**

1. Continue creating artworks that are emotionally expressive and reflect students' diverse ideas and points of view. **(AC1)**
2. Continue practicing observational drawing skills. **(AC2)**
3. Continue incorporating classroom themes in art (cross-curricular). **(AC3)**
4. Continue including current events in themes for artworks (i.e. the Olympics). **(AC4)**
5. Create individual and collaborative artworks. **(AC5)**
6. Define a symbol and its uses. **(AC6)**
7. Identify symbols in works of art. **(AC7)**

### **Art critical analysis: learning to “read” works of art**

8. Expand the Visual Thinking Strategies curriculum (VTS) **(AC4)**
9. Continue practicing VTS to view, compare and contrast works of art **(AC5)**

## **V. Introduction to cultural awareness and art history (AH)**

1. Continue learning about arts professions: film maker, animator, video game designer, fashion designer and book illustrator. **(AH1)**
2. Compare artworks produced by the above. **(AH2)**
3. Continue exploring the names and works of different artists through visual resources and artist visits to the classroom. **(AH3)**
4. Learn about the arts of different cultures; use art as a means to learn about other cultures. **(AH4)**
5. Identify the techniques, styles and influences in the arts of other cultures. **(AH5)**
6. Create artworks using the techniques, styles and influences of other cultures. **(AH6)**