

Wilson Area School District Planned Course Guide

Title of planned course: 3rd Grade Art

Subject Area: Art

Grade Level: 3rd

Course Description: This course will provide students with a comprehensive education in the following areas: art history, art criticism, art production, and aesthetics. There will be a continuation of learning and incorporating the elements and principles of art and design. There will be a focus on creating more complex and organized compositions while developing a better understanding of various art styles and movements. There will be an emphasis on utilizing techniques specific to these art styles and movements. This age group will explore materials and tools through two-dimensional and three dimensional artwork.

Time/Credit for this Course: One full academic year / 40 minutes per week

Curriculum Writing Committee: Kaitlyn Petty, Emily Aicher

Curriculum Map

August: Drawing (2-D)

September: Drawing (2-D)

October: Drawing (2-D)

November: Painting (2-D)

December: Painting (2-D)

January: Figure (2-D or 3-D)

February: Figure (2-D or 3-D)

March: Printmaking (2-D)

April: Printmaking (2-D)

May: Mixed Media (2-D or 3-D)

June: Mixed Media (2-D or 3-D)

Planned Course Materials

Course Title: 3rd Grade Art


Supplemental Books: Related books from art library & school library

Teacher Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
- Colleagues

Artists

Wayne Thiebaud	“Three Machines” “Confections” “Candies” “Cakes” “Three Cones” “Dessert Tray” “Boston Cremes”
Vincent VanGogh	“Starry Night” “Sunflowers” series “Irises” “Bedroom” “Self-Portrait” “Cafe Terrace at Night” “Wheat Field with Cypress”
Keith Haring	“Untitled (Dance)” “Dance II” “Dancing Figures” “Best Buddies” “Earth, World” “Figures with Red Heart”
Mary Blair	“Small World” illustrations
Vincent VanGogh	“Starry Night” “Sunflowers” series “Irises” “Bedroom” “Self-Portrait”

	"Cafe Terrace at Night" "Wheat Field with Cypress"
Chris Uphues	"Hearts" series "The Happy Garage" "Murals" series
Various Unknown Artists	 3rd Grade Various Artists *also includes teacher examples

Curriculum Scope & Sequence

Planned Course: 3rd Grade Art

Unit: Drawing (2-D)

Time frame: 4-6 weeks (classes)

State Standards: 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.H, 9.2.3.J, 9.3.3.A, 9.3.3.B, 9.3.3.C, 9.3.3.D, 9.3.3.F, 9.4.3.A, 9.4.3.C, 9.4.3.D

Essential content/objectives: At end of the unit, students will be able to:

- Demonstrate fine motor skills, craftsmanship, responsibility and safety with drawing tools (pencils, crayons, markers, pastels)
- Identify, define, and create an observational drawing (i.e. still life) • Create an organized composition of shapes and line
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) Emphasis will be placed on line, color, and unity

Core Activities: Students will complete/participate in the following:

- Create two-dimensional observational drawings through various media, techniques, and tools including: pencils, charcoal, pastels

Extensions:

- Exploration of various drawing media (pencils, charcoal, ink, etc.)
- Observe drawings by historical and contemporary artists
- Observe drawings and relate them to various cultures and geographic regions
- Exploration of realistic vs. abstract drawing

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (Projector , Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
- Colleagues

Assessments:

- Teacher Observation
- Rubric
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

Curriculum Scope & Sequence

Planned Course: 3rd Grade Art

Unit: Painting (2-D)

Time frame: 4-6 weeks (classes)

State Standards: 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.H, 9.2.3.J, 9.3.3.A, 9.3.3.B, 9.3.3.C, 9.3.3.D, 9.3.3.F, 9.4.3.A, 9.4.3.C, 9.4.3.D

Essential content/objectives: At end of the unit, students will be able to:

- Demonstrate fine motor skills, craftsmanship, responsibility and safety with painting tools (paintbrushes, watercolor paint, tempera paint)
- Define, identify, and use warm and cool colors
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern)
Emphasis will be placed on color and contrast

Core Activities: Students will complete/participate in the following:

- Create a two-dimensional painting using warm and cool colors through various media, techniques, and tools including: paintbrushes, watercolor paint, and tempera paint.

Extensions:

- Observe paintings by historical and contemporary artists
- Observe paintings and relate them to various cultures and geographic regions
- Exploration of realistic vs. abstract paintings

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (Projector , Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
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Assessments:

- Teacher Observation
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- Teacher-made worksheets
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Curriculum Scope & Sequence

Planned Course: 3rd Grade Art

Unit: Figure (2-D or 3-D)

Time frame: 4-6 weeks (classes)

State Standards: 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.H, 9.2.3.J, 9.3.3.A, 9.3.3.B, 9.3.3.C, 9.3.3.D, 9.3.3.F, 9.4.3.A, 9.4.3.C, 9.4.3.D

Essential content/objectives: At end of the unit, students will be able to:

- Identify, define, and create a representation of the human figure
- Create a partial and/or whole self-portrait with specific details such as eyes, nose, mouth, ears, etc.
- Use personal interests, culture, and experiences to influence design, composition, and color choices
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern)
Emphasis will be placed on shape, form, and unity

Core Activities: Students will complete/participate in the following:

- Create a two-dimensional or three-dimensional representation of the human figure. Materials and techniques could include: pencil, charcoal, paint, pastels, foil, or clay.

Extensions:

- Observe representations of the figure by historical and contemporary artists
- Observe and explore depictions of the figure and relate them to various cultures and geographic regions
- Compare and contrast traditional vs. non-traditional portraits

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (Projector, Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
- Art prints/visuals
- Worksheets
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Assessments:

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Curriculum Scope & Sequence

Planned Course: 3rd Grade Art

Unit: Printmaking (2-D)

Time frame: 4-6 weeks (classes)

State Standards: 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.H, 9.2.3.J, 9.3.3.A, 9.3.3.B, 9.3.3.C, 9.3.3.D, 9.3.3.F, 9.4.3.A, 9.4.3.C, 9.4.3.D

Essential content/objectives: At end of the unit, students will be able to:

- Utilize printmaking materials and techniques to create a series of repeating images within a work of art
- Compare and contrast printmaking to other art techniques (i.e. painting, drawing) • Create a thoughtful and organized composition
- Demonstrate fine motor skills, craftsmanship, responsibility and safety with printmaking tools (Styrofoam plates, printing ink, paints, and non-traditional print materials)
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) Emphasis will be placed on space and emphasis

Core Activities: Students will complete/participate in the following:

- Create a two-dimensional work of art using printmaking techniques, materials, and tools including: Styrofoam plates, printing ink, and using non-traditional print materials such as cardboard, string, and found objects.

Extensions:

- Observe prints created by historical and contemporary artists
- Observe prints and relate them to various cultures and geographic regions
Compare and contrast a variety of printmaking methods (i.e. woodblock printing, screen printing, etching)

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
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Instructional Methods:

- Lecture
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Curriculum Scope & Sequence

Planned Course: 3rd Grade Art

Unit: Mixed Media (2-D or 3-D)

Time frame: 4-6 weeks (classes)

State Standards: 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.C, 9.2.3.D, 9.2.3.E, 9.2.3.F, 9.2.3.H, 9.2.3.J, 9.3.3.A, 9.3.3.B, 9.3.3.C, 9.3.3.D, 9.3.3.F, 9.4.3.A, 9.4.3.C, 9.4.3.D

Essential content/objectives: At end of the unit, students will be able to:

- Identify, define, and create mixed media artwork
- Create a sculpture, mixed media collage, or mixed media assemblage
- Demonstrate fine motor skills, craftsmanship, responsibility and safety with mixed media materials
- Incorporate 2-3 specific elements and principles of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) Emphasis will be placed on form and contrast

Core Activities: Students will complete/participate in the following:

- Create a 2-dimensional or 3-dimensional work of art using a variety and combination of techniques, tools and materials. Techniques can include collage, assemblage, textiles, or ceramics. Materials can include, but are not limited to: paper, paint, foil, clay, fabric, found objects

Extensions:

- Observe collage, assemblage, weavings, or ceramics, created by historical and contemporary artists
- Observe textile, clay, or mixed media objects and relate them to various cultures and geographic locations
- Compare and contrast fine art vs. functional mixed media works

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
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Instructional Methods:

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