



Marking Period 1 (MPI)	General Art Curriculum Pacing Guide -Grade: 3
<p>MP 1</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • Artistic Concepts & Technical Growth (1.1.5.Cr1, 1.1.5.Cr2, 1.7.5.Cr1, 1.7.5.Cr2): Students use varied line, shape, proportion, form, space, texture, value, and color to create organized drawings that show movement, depth, setting, and visual focus with increasing accuracy and craftsmanship. • Planning, Composition & Revision (1.2.5.Cr1, 1.2.5.Cr2): Students plan artwork through sketching, balance visual space, use background and foreground effectively, apply patterns and design structures, and revise work to strengthen clarity and meaning. • Storytelling, Identity & Cultural Connections (1.6.5.Cn1, 1.6.5.Cn2): Students create narrative and expressive drawings connected to personal experiences, heritage, community, and diverse cultural traditions while exploring artists from multiple historical and cultural backgrounds (Amistad aligned). • Critical Thinking, Response & SEL (1.4.5.Re1, 1.4.5.Re2, 1.5.5.Re1, 1.5.5.Re2): Students analyze and compare artworks using art vocabulary, explain artistic choices, reflect on revisions, collaborate respectfully, and build confidence, empathy, and perseverance through artmaking.
<p>MP 1</p> <p>Topics</p>	<p>Students revisit the core elements—line, shape, color, texture, value, and form—and complete warm-up drawings to refresh tool control, craftsmanship expectations, and fine-motor habits.</p> <p>Students focus on contour lines and learn how slow observation, steady hand control, and multiple types of lines can improve accuracy. Topics include thick/thin lines, broken lines, implied lines, and lines that show edges and detail.</p> <p>Students use comparative measurement and shape-building strategies to draw objects, buildings, and figures with improved proportion and balanced structure.</p> <p>Students learn to create value using hatching, cross-hatching, shading pressure, blending, and layered color. They experiment with light, shadow, and highlights to suggest form.</p> <p>Students learn simple techniques to show depth, including overlapping objects, foreground/background placement, variation in size, and atmospheric hints to build believable scenes.</p> <p>Students explore meaningful symbols, motifs, and patterns from diverse cultures and communities, including African, Indigenous, Latin, Asian, and Caribbean design traditions. Students use these influences to enhance drawings that reflect identity, heritage, or personal narrative.</p>

	<p>Students draw from actual objects, nature items, photos of buildings, and everyday classroom items. They focus on detail, perspective hints, contour accuracy, proportion, and careful observation.</p> <p>Students study body proportion, gesture lines, and posture to show movement or emotion. They draw figures in dynamic poses to communicate feelings, actions, and story moments.</p> <p>Students analyze artworks by selected artists—such as Charles White, Faith Ringgold, Jacob Lawrence, Frida Kahlo, Alma Thomas, and Romare Bearden—and discuss how artists express culture, history, and community through drawing. Students create inspired sketches reflecting cultural identity or lived experience.</p> <p>Students synthesize skills into a final piece: a drawing that includes accurate proportion, value, pattern, cultural symbolism, setting, perspective hints, texture details, and expressive purpose. Students share and explain how their work communicates story, heritage, and artistic choices.</p>
<p>MP 1 Skills- Concepts</p>	<ul style="list-style-type: none"> • Advanced Artistic Concepts & Form: Students use contour line, proportion, structural shapes, value, shading, pattern, and spatial techniques (overlap, scale, foreground/background) to create realistic form, depth, and expressive drawings. • Technical Skill, Observation & Craftsmanship: Students refine tool control, draw carefully from real life, apply hatching, blending, and light/shadow, and plan and revise compositions for accuracy, detail, and neatness. • Composition, Storytelling & Cultural Expression: Students organize visual space using focal points and proportion while creating drawings that communicate personal stories, identity, heritage, and cultural symbolism through diverse artistic traditions. • Critical Thinking, Reflection & SEL: Students analyze and compare artwork, explain artistic choices using art vocabulary, revise to improve clarity and meaning, and build confidence, resilience, empathy, and respectful critique skills.
<p>MP 1 Core Materials</p>	<p>Drawing Tools</p> <ul style="list-style-type: none"> • Traditional graphite pencils in multiple grades (HB, 2B, 4B) for value and shading range • Standard #2 pencils for line and contour work • Kneaded erasers (for lightening areas and refining shading) • Block erasers and eraser caps • Black fine-tip markers for clean line definition • Colored pencils (varied palette for layering, contrast, and controlled shading) • Oil pastels (optional for blending, highlights, and texture emphasis)

Paper and Drawing Surfaces

- White drawing paper (9x12 and 12x18) for final compositions
- Sketch paper or student sketchbooks for observation studies and rough drafts
- Manila practice sheets
- Grid paper for proportion and structural drawing exercises
- Black construction paper for contrast drawing
- Texture rub plates or textured surfaces for mark-making exploration

Observation and Still-Life Materials

- Everyday classroom objects with simple form: blocks, cups, toys, wooden shapes
- Natural objects: leaves, seashells, branches, stones
- Items with clear structure: boxes, cylinders, fruit, containers
- Mirrors for self-portrait study and facial proportion
- Classroom plants or photos of architecture for detailed observation

Marking Period 2 (MPIO)	General Art Curriculum Pacing Guide -Grade: 3
<p>MP 2</p> <p>Standards for Art Content</p>	<p>Creating</p> <ul style="list-style-type: none"> • VA:Cr1.1.3 Students elaborate on an imaginative idea and apply planning strategies for artwork. • VA:Cr2.1.3 Students create artwork using a variety of materials, tools, and techniques with increasing control. • VA:Cr3.1.3 Students revise artwork based on self-assessment and peer feedback. <p>Presenting</p> <ul style="list-style-type: none"> • VA:Pr4.1.3 Students analyze why artworks are displayed or shared and how they are presented. <p>Responding</p> <ul style="list-style-type: none"> • VA:Re7.1.3 Students describe how the elements of art are used to depict ideas. • VA:Re8.1.3 Students interpret artwork by describing what ideas or feelings it communicates. <p>Connecting</p> <ul style="list-style-type: none"> • VA:Cn10.1.3 Students create artwork connected to personal interests, historical themes, or cultural ideas. • VA:Cn11.1.3 Students identify how art reflects community, culture, and world connections.
<p>MP 2</p> <p>Topics</p>	<p>Brush technique and painting tools</p> <p>Warm/cool color review</p> <p>Value and blending</p> <p>Painting objects with detail</p> <p>Landscapes and environments</p> <p>Cultural or community scenes</p> <p>Seasonal or thematic painting</p>

	<p>Expressing mood through color</p> <p>Peer feedback and revision</p> <p>Display and class presentation</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Painting Techniques & Visual Effects: Students use blending, shading, varied brushstrokes, texture, value, and contrast to create detailed and expressive paintings. • Artistic Concepts & Composition: Students explore color to show mood, develop focal points, organize compositions, and connect artwork to cultural, seasonal, and personal themes. • Meaningful Storytelling Through Art: Students represent objects and experiences with detail while communicating personal meaning in their paintings. • Communication, Reflection & SEL: Students give and receive feedback, discuss artistic ideas, share personal connections, and respond respectfully to peers' artwork.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Tempera or watercolor paints • Brushes (thin/medium/broad) • Mixing palettes • Water containers • Heavy drawing or watercolor paper • Visual references (community, cultural, seasonal, etc.) • Aprons/smocks

Marking Period 3 (MPIII)	General Art Curriculum Pacing Guide -Grade: 3
<p>MP 3</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • VA:Cr1.1.3 Students apply imagination and observation when planning and creating 3D forms. • VA:Cr2.1.3 Students select and use materials, tools, and processes to build and assemble sculpture. • VA:Cr3.1.3 Students revise and refine sculpture after sharing ideas and receiving feedback. • VA:Pr4.1.3 Students demonstrate how placement and lighting affect the presentation of sculpture. • VA:Re7.1.3 Students describe how form, texture, and space are used in sculpture. • VA:Re8.1.3 Students interpret meaning and ideas in sculpture based on subject matter and design choices. • VA:Cn10.1.3 Students create artwork that connects to personal experiences or observations. • VA:Cn11.1.3 Students identify sculpture from different cultures, artists, and time periods.
<p>MP 3</p> <p>Topics</p>	<p>What is sculpture?</p> <p>Form and structure</p> <p>Building and attaching</p> <p>Constructing with paper and cardboard</p> <p>Air-dry clay modeling</p> <p>Texture and surface treatment</p> <p>Freestanding and stable forms</p> <p>Adding detail and finish</p> <p>Artist statements (what I made/why)</p> <p>Mini gallery and reflection</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Sculptural Construction, Modeling & Material Techniques: Students develop three-dimensional construction skills by modeling and shaping clay, building forms with multiple materials, securely attaching components, and applying finishing techniques to create stable sculptural work.</p>

	<p>Three-Dimensional Design, Form, Structure & Spatial Awareness: Students explore three-dimensional design principles, including form, structure, balance, and the use of surrounding space, while understanding the relationship between decorative and structural choices.</p> <p>Surface Treatment, Texture & Craftsmanship Development: Students apply texturing and finishing methods to enhance surface quality, strengthen craftsmanship, and support both aesthetic and structural integrity in sculptural artwork.</p> <p>Artistic Meaning, Material Influence & Cultural Understanding: Students understand that sculpture communicates ideas visually and that material choices influence design and outcome, while recognizing sculpture as an important artistic expression across diverse culture</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Air-dry clay, model magic • Paper and cardboard • Glue, tape • Texture tools • Paint or markers • Examples of sculpture (artists, cultures, environments)

Marking Period 4 (MPIV)	General Art Curriculum Pacing Guide -Grade: 3
<p>MP 4</p> <p>Standards for Art Content</p>	<ul style="list-style-type: none"> • VA:Cr1.1.3 Students develop ideas for textile and craft projects using observation, imagination, and personal themes. • VA:Cr2.1.3 Students experiment with weaving, stitching, tying, layering, and assembling textile materials to create 2D or 3D craft artworks. • VA:Cr3.1.3 Students refine their textile artwork by revising details, improving craftsmanship, and considering constructive peer feedback. • VA:Pr4.1.3 Students explain how display choices (placement, background, grouping) affect how textile artwork is viewed. • VA:Re7.1.3 Students describe how patterns, textures, and materials are used in textile and craft artwork. • VA:Re8.1.3 Students interpret meaning or cultural symbolism in textile art using visual evidence.VA:Cn10.1.3 Students connect their craft and textile designs to personal experiences, stories, or cultural traditions. • VA:Cn11.1.3 Students explore textiles from diverse cultures (weaving, quilting, beadwork, embroidery) and identify shared artistic purposes.
<p>MP 4</p> <p>Topics</p>	<p>What are textiles? Exploring cloth and fiber</p> <p>Pattern, repetition, and texture study</p> <p>Paper weaving with complex patterns</p> <p>Yarn weaving with a simple loom</p> <p>Stitching basics (plastic needle; straight stitch or running stitch)</p> <p>Beadwork for decorative pattern</p> <p>Fabric collage: layering fabric shapes Adding embellishments (yarn, sequins, buttons)</p> <p>Artist statement: meaning behind my design</p> <p>Textile gallery walk and reflection</p>

<p>MP 4</p> <p>Skills- Concepts</p>	<p>Textile Construction, Weaving & Stitching Techniques: Students develop textile skills through weaving with paper and yarn, practicing basic stitching, and applying knotting, threading, and secure attachment methods to construct layered textile artwork.</p> <p>Pattern Design, Texture & Structural Understanding: Students create repeated patterns and explore texture through woven, stitched, layered, smooth, and rough surfaces while understanding warp and weft structure in textile design.</p> <p>Design Planning, Material Use & Artistic Craftsmanship: Students plan textile compositions using layered fabrics and intentional pattern placement while demonstrating care, craftsmanship, and attention to detail in material handling and construction.</p> <p>Cultural Identity, Symbolism & Meaning in Textile Art: Students examine textile traditions across cultures, recognizing how materials, patterns, and symbols communicate identity, heritage, and artistic meaning.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Paper strips and cardstock • Yarn and simple cardboard looms • Plastic needles and embroidery thread or yarn • Fabric scraps, felt sheets • Large beads • Glue sticks • Buttons, sequins, decorative materials • Visual examples of textiles (Navajo weaving, African kente cloth, quilts, Latin American textiles, etc.)