Grade Level: 3 | **Course Title: Art** | **Topic/Concept: Art Foundations**

Time Allotment: 1 class | **Unit Sequence: 1**

Major Concepts to be learned:

- Art tools and classroom rules.
- Classroom procedures and student centers.
- What is an artist? How artists use creativity and problem solving to create.

Expected Skills to be demonstrated:

- Demonstrate safe use of art materials and learn art room expectations
- Identify artists and discuss artwork using simple art vocabulary.
- Creativity and problem solving through the arts.

PA Standards/Anchors:	Eligible Content:
9.1. Production, Performance and Exhibition 9.4. Aesthetic Response	9.1.3H, C 9.4.3A, B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 **Course Title: Art** **Topic/Concept: Value Color**

Time Allotment: 3 classes **Unit Sequence: 2**

Major Concepts to be learned:

- Element of Art: tints, tones, and shades. (Pie)
- Creating a three-dimensional shape using lines.
- The artist Wayne Thiebaud

Expected Skills to be demonstrated:

- Students will look at the artist Wayne Thiebaud and recognize still life art works.
- Students will learn about three-dimensional shapes.
- Students will learn how to mix tints, tones, and shades using tempera paint.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.2 Historical and Cultural Contexts 9.3 Critical Response	9.1.3 A, B, C, D, H, J 9.2.3 A, E, F, G 9.3.3 B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 | **Course Title: Art** | **Topic/Concept: Van Gogh Oil Pastel**

Time Allotment: 3 classes | **Unit Sequence: 3**

Major Concepts to be learned:

- Oil Pastel Sunflowers inspired by Vincent Van Gogh.
- Oil Pastel techniques and layering.

Expected Skills to be demonstrated:

- Students will review the artist Vincent Van Gogh.
- Students will learn various techniques using oil pastels.
- Students will create a version of Vincent Van Gogh's sunflower paintings.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.2 Historical and Cultural Contexts	9.1.3 A, B, C, D, H, J 9.2.3 A, E, F, G

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 **Course Title: Art** **Topic/Concept: Pinch Pot Frogs**

Time Allotment: 2 classes **Unit Sequence: 4**

Major Concepts to be learned:

- Basic clay handbuilding technique: pinch pot construction.
- The 'slip, score, smooth' method of attaching clay pieces.
- Additive sculpture.

Expected Skills to be demonstrated:

- Students will learn and be able to identify the different stages of clay.
- Students will be able to use clay tools to add to their clay frogs.
- Students will use acrylic paint (permanent paint) to finish their clay.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.3 A, B, C, H, J

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 **Course Title: Art** **Topic/Concept: Monoprints**

Time Allotment: 3 classes **Unit Sequence: 5**

Major Concepts to be learned:

- Foil monoprints
- Linear Symmetry review.
- Paper crafting and paper manipulation.

Expected Skills to be demonstrated:

- Students will learn about monoprints and create a monopront using foil and markers.
- Students will review linear symmetry and basic paper crafting.
- Students will design using prior knowledge of lines, shapes, and colors.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.3 Critical Response 9.4. Aesthetic Response	9.1.3 B, C, D, J 9.3.3 C, F 9.4.3.A, B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 **Course Title: Art** **Topic/Concept: Farm Landscapes**

Time Allotment: 2 classes **Unit Sequence: 6**

Major Concepts to be learned:

- Wet on wet watercolor technique.
- Students will learn the parts of a landscape: foreground, middle ground and background.
- Scale and making close objects appear bigger and objects in the distance appear smaller.

Expected Skills to be demonstrated:

- Students will use watercolors to create a wet on wet watercolor sky.
- Students will create all parts of a landscape.
- Using farm animals, students will show scale/ distance.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.3 Critical Response	9.1.3A, B, C, E 9.3.3A, B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 | **Course Title: Art** | **Topic/Concept: Pop Up Paper Crafting**

Time Allotment: 3 classes | **Unit Sequence: 7**

Major Concepts to be learned:

- Pop up animal display.
- Paper crafting to create a sculpture.
- Choice based project: students will use a variety of art tools to craft their pop up creature.

Expected Skills to be demonstrated:

- Students will learn about pop up and three-dimensional art works.
- Students will draw a choice of animal to create an environment for. (ocean/ dessert/ rainforest)
- Students will use a choice based approach to creating their pop up design.

PA Standards/Anchors:	Eligible Content:
9.1: Production, Performance and Exhibition 9.3: Critical Response 9.4: Aesthetic Response	9.1.3A 9.3.3B 9.4.A

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 | **Course Title: Art** | **Topic/Concept: Zentangle Hearts**

Time Allotment: 2 classes | **Unit Sequence: 8**

Major Concepts to be learned:

- Combining multiple elements of art to create a unique pattern (Lines, shapes, color).
- Marker and color pencil techniques.

Expected Skills to be demonstrated:

- Studnets will learn how to combine the elements of art to create their own custum pattern.
- Students will use both markers and colored pencil techniques to add color to their patterns.

PA Standards/Anchors:	Eligible Content:
9.1. Production, Performance and Exhibition 9.4. Aesthetic Response	9.1.3H, C 9.4.3A, B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 **Course Title: Art** **Topic/Concept: Foil Relief Tooling**

Time Allotment: 3 classes **Unit Sequence: 9**

Major Concepts to be learned:

- Metal tooling artworks.
- Usign yarn and 'low relief' designs on cardboard.
- Addative vs subtractive art.

Expected Skills to be demonstrated:

- Studnets will arrange a 'low relief' design on cardboard.
- Students will use metal foil to 'tool' the details of their designs.
- Students will identify additive sculpture and subtractive sculpture.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.3 B, C, D, J

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 **Course Title: Art** **Topic/Concept: Complementary Color Creatures**

Time Allotment: 3 classes **Unit Sequence: 10**

Major Concepts to be learned:

- The element of art color: complementary color.
- Emotion and drawing facial expressions.
- Liquid watercolor introduction.

Expected Skills to be demonstrated:

- Students will use complementary colors.
- Students will learn how to create and display emotions through drawing.
- Students will learn how to use liquid watercolors.

PA Standards/Anchors:	Eligible Content:
9.1: Production, Performance and Exhibition 9.3: Critical Response 9.4: Aesthetic Response	9.1.3A 9.3.3B 9.4.A, B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 **Course Title: Art** **Topic/Concept: Community and Group Project**

Time Allotment: 2 class **Unit Sequence: 11**

Major Concepts to be learned:

- The importance of group and community artwork.
- Collaboration in the arts.

Expected Skills to be demonstrated:

- Students will create a cross-diciplinary artwork in collaboration with other related arts classes.
- Student art will reflect community and Mercer Mustang pride.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.3 A, F, I

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 | **Course Title: Art** | **Topic/Concept: Art Around the World**

Time Allotment: 3 classes | **Unit Sequence: 12**

Major Concepts to be learned:

- How art reflects history, culture, traditions, and geographic regions.
- Each year, students will learn about a different continent from around the world.

Expected Skills to be demonstrated:

- Students will observe art from around the world including folk art.
- Students will learn and identify famous artists from around the world.
- Students will create a choice project inspired by the continent taught.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.2 Historical and Cultural Contexts 9.3 Critical Response	9.1.3 A, B, C, D, H, J 9.2.3 A, E, F, G 9.3.3 B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 **Course Title: Art** **Topic/Concept: Glow Show**

Time Allotment: 3 classes **Unit Sequence: 13**

Major Concepts to be learned:

- What an art installation is.
- Art show etiquette and displaying art for community viewing.

Expected Skills to be demonstrated:

- Students will create a glowing art work for an art installation.
- Students will learn about art shows and art installations.
- Students will look at the layout of museums virtually to understand how artists display their artwork.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.4 Aesthetic Response	9.1.3 A, B, C, H 9.4.B, D

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 3 **Course Title: Art** **Topic/Concept: Typography**

Time Allotment: 2 classes **Unit Sequence: 14**

Major Concepts to be learned:

- Spiral name art design.
- Using letters and text within a work of art.
- Typography thoughout time.

Expected Skills to be demonstrated:

- Students will learn the art of typography and techniques or using text within art.
- Students will use their name to create a work of art.
- Students will look at examples of typography throughout time.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.3A, B, C, H

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)