

# Art Curriculum: Grade 3

## Unit 1: What Is Art: Seeing & Creating

Big Idea	EQ	Concept	Competency	Standards
<a href="#">The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.</a>	How does reflection influence the process and product of art-making?	Collaborative reflection is a crucial part of the art-making process, and often affects the final artwork.	Reflect with classmates on an in-process work of art and describe how that reflection affects the final product.	<a href="#">9.1.3.A</a> , <a href="#">9.1.3.B</a> , <a href="#">9.1.3.C</a>

	Topic	Eligible Content/ Standards	Details	Resources
1	Sketching: Keeping a Sketch folder	9.1	<ul style="list-style-type: none"> <li>Understand that sketching is a process of seeing, thinking, and exploring ideas</li> <li>Make sketches for practice, planning &amp; art project ideas</li> <li>Create a personalized sketch folder cover design to use for sketch papers, project reflections and assessments</li> </ul>	Smart board; Chapman, Laura H. <u>Adventures In Art</u> (Level 3), Davis Publications, 1998. (pg. 8-9)

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## Unit 2: Kinds of Art: Ideas for Art

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Big Idea	EQ	Concept	Competency	Standards
<a href="#">The arts provide a medium to understand and exchange ideas.</a>	How has the definition of art changed over time?	The definition of art has changed over time as people have exchanged ideas.	Identify a contemporary work of art that would not have been considered art in another time, and describe the rationale for this choice.	<a href="#">9.1.3.F</a> , <a href="#">9.2.3.E</a>
	Topic	Eligible Content/ Standards	Details	Resources
1	Lines & Shapes Surrealism: Imaginary Place	9.1 9.2	<ul style="list-style-type: none"> <li>Identify the surrealist works of Joan Miro as works that would not have been considered art in another time and describe the rationale for this choice.</li> <li>Compare and contrast the work of Miro, Dali &amp; Magritte</li> <li>Appreciate that lines and shapes can be used imaginatively to create a work of art</li> <li>Incorporate a variety of lines &amp; shapes into an etching that shows an imaginary place</li> <li>Reflect on your finished work</li> </ul>	Smart board; art reproductions; art assessment; Chapman, Laura H. <a href="#">Adventures In Art</a> (Level 3), Davis Publications, 1998. (pg. 10-11); Johnson, D.B., <a href="#">Magritte's Marvelous hat</a> , New York, 2012.
2	Animation: Film & TV	9.1	<ul style="list-style-type: none"> <li>Understand that animated films are composed from sequences of pictures</li> <li>Create a character and choose an action for the characters movement</li> <li>Create a sequence of pictures with different positions showing movement</li> <li>Be aware of changes/ similarities in art over time</li> </ul>	Smart board; art reflection/ assessment; You tube: <a href="#">How Animation Works &amp; The History of Animation</a> ; Chapman, Laura H. <a href="#">Adventures In Art</a> (Level 3), Davis Publications, 1998. (pg. 90-91)

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## Unit 3: How Artists Work

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Big Idea	EQ	Concept	Competency	Standards
<a href="#">Artists use tools and resources as well as their own experiences and skills to create art.</a>	How might the resources available to a person influence the artwork they create?	Artists make art with the resources that are available to them.	View, discuss and create works of art that use a limited type or amount of supplies.	<a href="#">9.1.3.H</a> , <a href="#">9.1.3.J</a> , <a href="#">9.1.3.K</a>
	Topic	Eligible Content/ Standards	Details	Resources
1	Drawing People: Seeing Proportions	9.1	<ul style="list-style-type: none"> <li>Understand that some artwork is based on sketches of real people</li> <li>Draw pictures of students who pose</li> <li>Study angles or bends in each figure</li> <li>Show basic proportion in drawing</li> </ul>	Smart board, art reproductions; Chapman, Laura H. <a href="#">Adventures In Art</a> (Level 3), Davis Publications, 1998. ( Pg. 56-57)
2	Drawing/ space: Expressive Crowd	9.1	<ul style="list-style-type: none"> <li>Understand the use of overlap and size changes to suggest distance</li> <li>Draw a picture crowded with figures</li> <li>View, discuss, and create works that use a limited amount of supplies</li> </ul>	Smart board; Chapman, Laura H. <a href="#">Adventures In Art</a> (Level 3), Davis Publications, 1998. (pg. 64-65).

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## Unit 5: Art & Culture

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Big Idea	EQ	Concept	Competency	Standards
<a href="#">People have expressed experiences and ideas through the arts throughout time and across cultures.</a>	What role does art play in defining a culture?	Cultures have unique artistic traditions.	Analyze the artistic traditions evidenced in the artwork of a variety of cultures, including works by Pennsylvania artists.	<a href="#">9.2.3.A</a> , <a href="#">9.2.3.B</a> , <a href="#">9.2.3.C</a> , <a href="#">9.2.3.G</a> , <a href="#">9.2.3.H</a> , <a href="#">9.2.3.J</a> , <a href="#">9.2.3.K</a>
	Topic	Eligible Content/ Standards	Details	Resources
1	Christmas/ Seasonal Craft	9.1 9.2	<ul style="list-style-type: none"> <li>Be aware of cultural/ holiday traditions that lead artists to create crafts</li> <li>Create a holiday or seasonal craft</li> <li>Analyze artistic traditions evidenced in the holiday crafts of a variety of cultures including local or Pennsylvania artists</li> </ul>	Smart board
2	Pottery: Clay Pinch Pot	9.1 9.2	<ul style="list-style-type: none"> <li>Examine varieties of ceramic containers from different cultures</li> <li>Learn basic procedures for making a pinch pot, using ceramic or water- based clay</li> </ul>	Smart board; Chapman, Laura H. <a href="#">Adventures In Art</a> (Level 3), Davis Publications, 1998. (pg. 110 - 111); art reproductions; art assessment; VHS: <a href="#">Reading Rainbow: The Legend Of The Indian Paintbrush</a> , GPN/WNEO-TV, 1996.

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3	Pop Art/ Andy Warhol	9.1 9.4	<ul style="list-style-type: none"> <li>• Recognize that Pop artists view everyday objects as subjects for art</li> <li>• Understand procedures used in relief printing</li> <li>• Create a repeating pattern of a popular symbol using the relief printing technique</li> <li>• Identify possible meaning of works of art showing everyday objects.</li> </ul>	Smart board; <u>Art Express</u> , Harcourt Brace, 1998. (pg. 64-65); VHS: <u>Dropping In On Andy Warhol</u> , Crystal Productions.



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## Unit 4: What Does Art Mean?

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Big Idea		EQ	Concept	Competency
<a href="#">People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.</a>		How do observation and description help us to make meaning about a work of art?	Observation and description help us make meaning about a work of art.	Identify possible meanings of a work of art based on a close observation of the work.
	Topic	Eligible Content/ Standards	Details	Resources
1	Fiber Art: Story Cloth	9.1 9.2	<ul style="list-style-type: none"> <li>Understand the meaning of the terms fiber, fiber artist, weaving, and pulled threadwork</li> <li>Be aware of the story cloth works created by artist, Faith Ringgold (Tar Beach)</li> <li>Understand that fabric, yarn, and thread can be used to create artwork</li> <li>Create a story cloth in burlap using pulled thread work, appliqué, and add stitching</li> </ul>	Smart board; Chapman, Laura H. <a href="#">Adventures In Art</a> (Level 3), Davis Publications, 1998. ( pg.118- 119 & 122-123); art reproductions; Ringgold, Faith, <a href="#">Tar Beach</a> , New York, Crown Publishing, 1991.

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## Unit 6: Observing & Judging Art

Big Idea		EQ	Concept	Competency	Standards
<a href="#">There are formal and informal processes used to assess the quality of works in the arts.</a>		What role does observation play in our assessment of an artwork’s quality?	Observing a work of art is an important part of forming a judgment about its quality.	Closely observe a work of art and form a judgment about its quality based on this observation.	<a href="#">9.3.3.A</a> , <a href="#">9.3.3.G</a>
	Topic	Eligible Content/ Standards	Details		Resources
1	Painting: Variety through color	9.1 9.3	<ul style="list-style-type: none"><li>Identify primary, secondary &amp; intermediate colors on the color wheel and in artwork</li><li>Identify tints and shades in art work</li><li>Create a tempera painting in the style of Pointillism using primary colors to create secondary, intermediate, tints&amp; shades of colors to portray a colorful seascape.</li><li>Closely observe the works of Georges Seurat and form a judgment about the quality of his pointillist paintings based on this observation</li></ul>		Smart board; art reproductions; painting & color technique posters; art assessment; Venezia, Mike, <a href="#">Getting To Know The World’s Greatest Artists: Georges Seurat</a> , Children’s Press, 2002.

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	<b>Topic</b>	<b>Eligible Content/ Standards</b>	<b>Details</b>	<b>Resources</b>

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