Course Title: Art

Subject: Visual & Performing Arts

Grade Level: 3rd

Duration: 36 weeks

Prerequisite: Second Grade Art

Elective or required: none

Visual & Performing Arts Mission Statement:

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student's sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into lifelong learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

Course Description: 3rd Grade Visual Art Program
Author: Jennifer Wujciak
Date Submitted: Summer 2016
3rd Grade Visual Arts

Topic/Unit: Elements Line and Shape

Approximate # Of Weeks: 6-7 weeks  (34-36 Weeks Total)

Essential Questions:
- What is the definition of a line?
- How does one create lines? Are there different kinds of lines?
- Where do you see lines in art? Can you identify lines in real-time? What is the difference between a diagonal line and a vertical line?
- What is the definition of a shape?
- How do you create shapes? What are different shapes that you know?

Upon completion of this unit students will be able to:
- Define both of the elements Line and Shape
- Illustrate a variety of lines and shapes
- Point out lines and shapes in an artwork and in real-time
- Students will be able to name various artists who distinctively use line and shapes as direct focal points in their pieces. For example: MC. Escher, Wassily Kandinsky, Keith Haring, Piet Mondrian, Joan Miro, Paul Klee etc.
- Identify, create and explain geometric and symmetrical shapes.

CCS
1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.
1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Interdisciplinary Standards

- **6.1 US History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **9.1.4.A.1** Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

- **9.1.4.B.1** Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

- **9.1.4.D.1** Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

- **9.1.4.F.2** Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extracurricular activities.

- **9.2.4.C.1** Explain why people borrow money and the relationship between credit and debit. (Artists barding system)

Activities:

- View PowerPoints on various artists depicting the elements of Line and Shape.
- Teacher lecture
- Discussion
- Work page
- Demonstration
- Student rubric
STEAM Activities (Visual Arts):
- One of the projects is a STEAM Activity. Students will create Tessellations after viewing the Artist MC. Escher “Metamorphosis”
- Another project the students will have to trace and create new shapes using the overlapping technique as well as dividing these shapes with lines. The “Rule” will be to make sure not to put the same color next to each other becoming a mathematical equation and process of elimination

Enrichment Activities:
- 3rd grade sketchbook activity

Methods of Assessments/Evaluation:
- Line and Shape work page
- Student sketches (Free Draw Activity)
- Hole Punch Game
- Student oral and written responses
- Completed projects
- Behavior towards rules and procedures
- Rubric Student version
- Rubric Teacher version
- Thumbs up and thumbs down

Resources:
- Art Reproductions
- Arts and Activities San Diego Publications
- Fine Art Magazine- Sunstorm Publishing Co. NY.

Online Resources:
- Teacher webpage
- Metmuseum.org
- Google- Various artwork for PowerPoints
- Artcyclopedia.com
- Moma.org
- Pinterest
Topic/Unit: COLOR

Approximate # Of Weeks: 6-7 weeks  (34-36 Weeks Total)

Essential Questions:
What are the Primary Colors?
- What are the Secondary Colors
- How do you make Intermediate Colors?
- How do you identify Texture in an artwork?
- What is Contrast?
- What does symmetrical mean?
- What are Warm and Cool Colors?
- What does Complimentary Colors mean?

Upon completion of this unit students will be able to:
- Be able to create their own Color Wheel
- Explain how to create colors
- Describe different artists and their use of color theory
- Categorize colors by seasons
- Organize a composition using color theory of Warm and Cool colors
- As well as create artwork using their knowledge of the color wheel.
- How to correctly describe with proper terminology the specific Principles and elements of art relating to color.

1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.
1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

1.4.5.B.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Interdisciplinary Standards

- 6.1 US History: America in the World
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- 9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience
- 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extracurricular activities

Activities:
- View PowerPoints on various artists using color in specific ways specifically the seasons.
- Teacher lecture
- Discussion of color theory
- Work page
- Demonstration
- Student rubric
- Color wheel work page
- Student examples from previous years
- Work pages Warm and Cool colors
- Create complementary color artwork with the knowledge of Jasper Johns.
- Mondrian Primary Color Squares
- Create symmetrical leaves applying contrast through warm and cool color knowledge.
- Add texture with colored glue
- Create concentric circles using knowledge or color wheel.

STEAM Activities (Visual Arts):
- Making Rainbows-Pinterest Activity using water and colored dye.

Enrichment Activities:
- Students can create a “Free Draw” work of art only using warm and or cool colors. They can also apply their knowledge of complementary colors which create contrast.
- Play a game called “Warm or Cool” Teacher displays various colored paper in different tonalities. Students must choose their correct category of Warm/Cool.
- 3rd Grade Sketchbook Activity

Methods of Assessments/Evaluation:
- Student sketches (Free Draw Activity)
- Hole Punch Game
- Student oral and written responses
- Completed projects and enrichment activities
- Completed and finished work pages
- Behavior towards rules and procedures
- Rubric Student version
- Rubric Teacher version
- Thumbs up and thumbs down

Resources:
- Art Reproductions
- Arts and Activities San Diego Publications
- Fine Art Magazine- Sunstorm Publishing Co. NY.

Online Resources:
- Teacher webpage
- Metmuseum.org
- Google- Various artwork for PowerPoints
- Artcyclopedia.com
- Moma.org
- Pinterest
Topic/Unit: Sculpture

Approximate # Of Weeks: 6-7 weeks (34-36 Weeks Total)

Essential Questions:
What is a sculpture?
How can one create sculptures?
Is sculpture and 2 Dimensional or 3 Dimensional Art?
What artists do you know of already that create sculptures?

Upon completion of this unit students will be able to:

- Define what sculpture is and can be
- Explain the difference between 2D and 3D artwork
- Be able to apply different elements and principles to sculptural work
- Be able to explain how to create sculptural work in different media forms
- Explain specific sculptural artists learned throughout the Unit.
- How art can be subjective (contemporary vs. non contemporary)

1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.
1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.5.B.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.
1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Interdisciplinary Standards

6.1 US History: America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.1 use effective oral and Written communication in face-to-face and online interactions and when presenting to an audience

Activities:
9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extracurricular activities

Activities
- Teacher lecture
- Discussion
- Sketches from students
- Tin foil people
- Paper mache
- Plaster upcycle art
- Model magic bugs
- Demonstration
- Student rubric
- Class critique
STEAM Activities (Visual Arts): not applicable for these specific types of lessons/unit.

Enrichment Activities:
- Sketch ideas for sculpture before production
- Search out different images which could inspire their idea
- Experiment with playdough or model magic to help fine motor skills
- 3rd Grade sketchbook activity

Methods of Assessments/Evaluation:
- Student sketches (Free Draw Activity)
- Hole Punch Game
- Student oral and written responses
- Completed projects
- Behavior towards rules and procedures
- Rubric Student version
- Rubric Teacher version
- Thumbs up and thumbs down
- Student written response

Resources:
- Shorewood Fine Art Reproductions, Ct.
- Arts and Activities San Diego Publications
- Fine Art Magazine- Sunstorm Publishing Co. NY.
- Sax Arts & Crafts, Visual Art Catalogue, SA. New Berlin, Wisconsin

Online Resources:
- Teacher webpage
- Metmuseum.org
- Google- Various artwork for PowerPoints
- Artcyclopedia.com
- Moma.org
- Pinterest
Topic/Unit: Portraiture

Approximate # Of Weeks: 6-7 weeks (34-36 Weeks Total)

Essential Questions:
- What is a portrait?
- What are the differences between a portrait and a self-portrait?
- Do portraits have to be realistic?
- Can portraits be 2 Dimensional and 3 Dimensional?
- What is the difference between a realistic portrait and an abstract portrait?
- What different elements and principles can be applied to drawing portraits?
- What is surrealism?

Upon completion of this unit students will be able to:
- Categorize the difference between a portrait and a self-portrait
- Understand that portraits can be more than just a human face.
- Portraits can be abstract
- Students will be able to describe which elements and principles can be applied to creating realistic and nonrealistic portraits. (Ex. pattern, symmetry etc.)

1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.
1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.
1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.
1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.5.B.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.
1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Interdisciplinary Standards

• Cross curricular project with Spanish Teacher when teaching Frida Kahlo. Students will create a paragraph in Spanish that will be applied to their self-portraits in art class.
  • 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
  • 7.1 World Languages
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
  • 9.1.4.D.1 use effective oral and Written communication in face-to-face and online interactions and when presenting to an audience
  • 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities
  • 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

• View PowerPoint on perspective lesson depending on specific type of portraiture being discussed. Ex. Frida Kahlo-Self Portrait and surrealism. Pablo Picasso- Abstract-cubism
• Create portraits using various media- watercolor/ colored pencil/ Charcoal/ Oil Pastel.
• Lecture
• Class discussion

STEAM Activities (Visual Arts):
• Use mathematical idea of the “Perfect man” from Da Vinci’s Vitruvian Man. Symmetry of the human body.
• 3 eye technique using ruler and mirror to create symmetry.

Enrichment Activities:
• Students will cut pictures in half and try to recreate the portrait on the other side.
• Use “free draw” time to apply the knowledge learned how to create the human face as practice.
• 3rd Grade Sketchbook Activity

Methods of Assessments/Evaluation:
• Student sketches (Free Draw Activity)
• Hole Punch Game
• Student oral and written responses
• Completed projects
• Behavior towards rules and procedures
• Rubric Student version
• Rubric Teacher version
• Thumbs up and thumbs down
• Student written response

Resources:
• Frida By Jonah Winter
• Pablo Picasso, Getting to Know the World #039;s Greatest Artists by Mike Venezia Illustrated by Mike Venezia
• Shorewood Fine Art Reproductions, Ct.
• Arts and Activities San Diego Publications
• Fine Art Magazine- Sunstorm Publishing Co. NY.
• Artists Magazine, F&W Publications Ohio.
• Sax Arts & Crafts, Visual Art Catalogue, SA. New Berlin, Wisconsin

“Seeing Symmetry” by Loreen Reedy
Online Resources:
- Teacher webpage
- Metmuseum.org
- Google- Various artwork for PowerPoints
- Artcyclopedia.com
- Moma.org
- Pinterest
Topic/Unit: Value

Approximate # Of Weeks: 6-7 weeks  (34-36 Weeks Total)

Essential Questions:
● What is value?
● How can value be created?
● Can you create value with more than one color?
● Does value help drawn objects look 3 Dimensional?
● What is Positive and Negative Space?
● What are various types of lines that you can use to create value?

Upon completion of this unit students will be able to:
● Be able to define value as an element of art.
● Be able to use various lines to create value
● Use various Mediums to create value
● Define positive and negative space
● Use value to make a 2 dimensional art look 3 dimensional
● Be able to analyze various artwork using comparative and contrasting art terminology

1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
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1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.2.5.A.2 Relate common artistic elements that define distinctive art genres in visual art.
1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
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1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.
1.4.5.B.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.
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1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Interdisciplinary Standards

• Cross curricular project with Spanish Teacher when teaching Frida Kahlo. Students will create a paragraph in Spanish that will be applied to their self-portraits in art class.
• 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
• 9.1.4.D.1 use effective oral and Written communication in face-to-face and online interactions and when presenting to an audience
• 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities
• 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:
• PowerPoint on various artwork depicting value as an element of art
• Teacher lecture
• Student discussion
• Demonstration
• Examples of previous student work
• Sketches to practice using various media (regular pencils, colored pencils, watercolor etc.)
• Activity using black and white paper by imploring the artwork of Japanese Notan

STEAM Activities (Visual Arts): Geometric Lego Blueprints which will use printmaking as well as positive and negative space. It will also show different value in how the paint is
applied. While today most blueprints are no longer blue (due to advancement in technology with the use computers) blueprints still are used to communicate important details to the construction workers. This activity combines Art and Math to create your own blueprint with LEGO.

Enrichment Activities:
Worksheet on value and grayscale
“Free draw time” showing different ways to create value.
3rd Grade Sketchbook Activity

Methods of Assessments/Evaluation:
• Student sketches (Free Draw Activity)
• Hole Punch Game
• Student oral and written responses
• Completed projects
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• Pinterest
• Wikipedia.com