



VALWOOD

GO BEYOND

Third Grade Art Curriculum

Third Grade Art

Course Description		Topics at a Glance
<p>Students continue to study the elements of art: line, color, shape, texture, value, form, and pattern. They will experience new processes of drawing, painting, printmaking, collage and the proper use of materials. Different types of advanced art is introduced including, abstract, realistic, portraiture, still life, and perspective. Influential artists such as Andy Warhol, Jim Dine, and Pablo Picasso inspire many projects as we are introduced to new mediums and techniques.</p>		<ul style="list-style-type: none"> Artistic intent Individual ideas to make meaning Make connections Language of art Art-making process Historical and cultural ideas are evident in works of art Art has purpose Basic studio skills
Assessments		Literacy Connections
<ul style="list-style-type: none"> Pre-assessments Checks for understanding Critiques Observations Student questions/ comments, Performance <ul style="list-style-type: none"> tasks (planning, in-progress, final assignment) Self and peer assessments 		<p>Listening- process, understand, interpret, and evaluate spoken language in a variety of situations. For example, Power Point, pair and share critique, walk about, looking at and talking about artwork, reading books, etc.</p> <p>Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences. For example, talking about one’s own artwork, talking about the artwork of other artists and cultural periods, etc.</p> <p>Reading- process, understand. Interpret, and evaluate written language (symbols and text) with understanding and fluency. For example, word wall, art vocabulary, art history books, etc.</p> <p>Writing- engage in written communication in a variety of situations for a variety of purposes and audiences. For example, writing artist statement, poetry, self-assessments, etc.</p>
Grade Level Expectations		
Standard	Big Ideas in Third Grade (Grade Level Expectations)	
1. Observe and Learn to Comprehend	<ol style="list-style-type: none"> 1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent 2. Art has intent and purpose 	
2. Envision and Critique to Reflect	<ol style="list-style-type: none"> 1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others 2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design 	
3. Invent and Discover to Create	<ol style="list-style-type: none"> 1. Use basic media to express ideas through the art-making process 2. Demonstrate basic studio skills 	
4. Relate and Connect to Transfer	<ol style="list-style-type: none"> 1. Works of art connect individual ideas to make meaning 2. Historical and cultural ideas are evident in works of art 	

Content Area: Visual Arts - Third Grade	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Analyze, interpret, and make meaning of art and design critically using oral and written discourse	
Grade Level Expectation	
Concepts and skills students master:	
1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Articulate commonalities seen in visual information b. Identify patterns seen in visual information c. Identify real-life depictions found in visual information d. Identify elements of art and principles of design 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do patterns of visual information guide the creation of works of art? 2. How are real-life topics captured in visual images? 3. How are characteristics and expressive features of art and design important in art-making?
	Relevance and Application: <ol style="list-style-type: none"> 1. A work of art's underlying structures can be identified through analysis and inference. 2. The use of pattern in art connects to other disciplines. 3. Digital media and computer technology can help to identify components in art.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The critical processes of observing, interpreting, and evaluating lead to informed judgments regarding the merits of works of art.

Content Area: Visual Arts - Third Grade	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives	
Grade Level Expectation Concepts and skills students master: 2. Art has intent and purpose	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Learn to "read" a work of art b. Hypothesize and discuss artist intent and mood. c. Discuss how art and design impact the man-made environment d. Use multi-sensory information to construct visual narratives e. Describe art careers that emphasize the elements of space and form (e.g. architecture, sculpture, interior design, pottery) 	Inquiry Questions: <ol style="list-style-type: none"> 1. What is meant by "intent?" 2. How do works of art influence the mood of the viewer? 3. What is considered to be man-made art?
	Relevance and Application: <ol style="list-style-type: none"> 1. Show the connection between storytelling with words and with images. 2. Critical thinking provides opportunities to make connections between artistic intent and personal feelings. 3. Digital and electronic media are used to explore works of art by providing opportunities to experience a myriad of diverse works of art as well as information on the artists. 4. Art creates connections in how the purpose and use of images in marketing can influence consumer decisions.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Art can be purposeful.

Content Area: Visual Arts - Third Grade	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Use specific criteria to discuss and evaluate works of art Critique personal work and the work of others with informed criteria Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information	
Grade Level Expectation	
Concepts and skills students master: 1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Describe common characteristics and expressive features of art and design in familiar works of art b. Interpret works of art using age appropriate descriptive vocabulary c. Compare and contrast a work of art and a design product	Inquiry Questions: 1. Why is critique helpful in the art-making process? 2. Why is a rubric a good thing to use in critiques? 3. How do artists self-evaluate their works of art?
	Relevance and Application: 1. As art can be unpredictable, it is important to develop a variety of ways to respond to it. 2. Trial and error is fundamental to the art-making process. 3. Other disciplines rely on experimentation and trial and error to improve their craft and explore solutions.
	Nature of Discipline: 1. Art-making incorporates reciprocal feedback.

Content Area: Visual Arts - Third Grade	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics) Recognize, demonstrate, and debate the place of art and design in history and culture	
Grade Level Expectation Concepts and skills students master: 2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Demonstrate and apply critique of personal work and the work of others in a positive way b. Explain how individuals can have different opinions about works of art 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why is critique an important part of art? 2. What can artists learn from critique?
	Relevance and Application: <ol style="list-style-type: none"> 1. Digital media impacts consumer choices. 2. The process of critique involves critical thinking. 3. Prior knowledge used in critique comes from multiple sources, including science, math, social studies, and literature.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Through the artistic process, opinions are formed regarding artistic and aesthetic merits in works of art.

Content Area: Visual Arts - Third Grade	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies	
Grade Level Expectation Concepts and skills students master: 1. Use basic media to express ideas through the art-making process	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Demonstrate with art media the use of basic characteristics and expressive features in art and design b. Communicate an idea visually c. Make works of art based on a familiar idea d. Recognize that exploration and application of materials, tools, techniques, processes and technology are important components of the visual art process 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why are some characteristics of art and expressive features in art and design used more than others? 2. What tools do artists use to express their ideas? 3. How can art be related to other subject areas?
	Relevance and Application: <ol style="list-style-type: none"> 1. Selection and implementation of appropriate media can impact an artwork's success. 2. Technology tools used for art making broadens the range of media available to contemporary artists. 3. Art can be used to express ideas in poems and short stories.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Art reflects ideas.

Content Area: Visual Arts - Third Grade	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design	
Grade Level Expectation Concepts and skills students master: 2. Demonstrate basic studio skills	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Demonstrate the ability to experiment with traditional and contemporary media and technologies b. Create two- and three-dimensional works individually and collaboratively c. Select tools and materials as directed for a given project or purpose 	Inquiry Questions: <ol style="list-style-type: none"> 1. What are the distinguishing characteristics of various two- and three-dimensional media? 2. What kinds of skills do artists need? 3. Why does the selection of tools in the art-making process impact the result? 4. What are the important processes in creating works of art? 5. How does something become art?
	Relevance and Application: <ol style="list-style-type: none"> 1. Art provides opportunities for informed decision-making in choosing types of media, technologies, and tools. 2. Works of art within a community are created using a variety of media and techniques. 3. Artists, marketing agencies, and graphic designers use personal experience to create works of art.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Art is about experimentation.

Content Area: Visual Arts - Third Grade	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Transfer the value of visual arts to lifelong learning and the human experience Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas	
Grade Level Expectation Concepts and skills students master: 1. Works of art connect individual ideas to make meaning	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify societal ideas found in art such as attire worn in different periods, and purpose of everyday objects and activities b. Articulate the connection between personal emotional responses and ideas that are communicated in works of art c. Develop a list of community cultural arts resources 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does an audience know the ideas an artist wants to communicate? 2. Why do different people find different meaning in works of art? 3. Why are arts resources important to a community?
	Relevance and Application: <ol style="list-style-type: none"> 1. Art provides opportunities to explore various genres and styles. 2. Mass media and computer technology impact contemporary culture by communicating about community specific trends. 3. Visual arts use emotional responses and personal decision-making to make meaning.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Personal interpretation is unique to the varying styles and genres of art.

Content Area: Visual Arts - Third Grade	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Transfer the value of visual arts to lifelong learning and the human experience Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas	
Grade Level Expectation Concepts and skills students master: 2. Historical and cultural ideas are evident in works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Use the characteristics and expressive features of art and design to discuss historical ideas b. Relate personal experiences to familiar historical and cultural events c. Recognize and respect differences in familiar cultural styles, genres, and contexts 	Inquiry Questions: <ol style="list-style-type: none"> 1. What can art teach us about the past? 2. What does it mean to say, "History repeats itself?" 3. How can cultures and communities be identified through their art?
	Relevance and Application: <ol style="list-style-type: none"> 1. Art provides opportunities for exploring various historical contexts. 2. Artistic intent is defined clearly when personal experience connects with art-making, which establishes awareness of patterns found in artwork from similar and divergent historical periods. 3. Computer technology provides more opportunities to learn about historical periods and contemporary culture styles. 4. Art History and Cultural Studies will focus on topics of study within the third grade.
	Nature of Discipline: <ol style="list-style-type: none"> 1. History is written and inspired by art.