



# Elementary Visual Art Grade 3

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# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

# Curriculum Overview

## Elementary Visual Art

The Elementary Art (K-5) Curriculum is aligned with the Visual Arts Grade Level Expectations (GLE's) published by the Missouri Department of Elementary and Secondary Education (DESE), and the National Core Arts Standards, where applicable. The standards provide minimum benchmarks, indicating what students should be able to know and do upon completion of each unit.

At each grade level, students should be able to demonstrate the GLEs from previous years, as well as those specified for the current grade. Emphasis is placed on skill refinement and increasing control of each media. Students are expected to grow in their ability to select art materials which are best suited for creatively communicating their ideas. Curriculum activities will expose students to drawing, painting, collage materials, printmaking, fibers, clay, creating three-dimensional media, and art appreciation.

Exposure to the works of famous artists and the arts and crafts of artisans from many cultures plays an integral role in curriculum design.

The assessments are required; the activity guides are intended to be open ended, allowing each art teacher to implement the standards in her/his own way. The suggested activities and projects are not intended to represent the only possible outcomes but rather a model from which teachers can explore and implement additional resources that will meet individual student needs.

COURSE TITLE: Elementary Visual Art

GRADE LEVEL: 3rd Grade

CONTENT AREA: Visual Art

**Course Description:**

In third grade art, students will continue to explore and build upon communicating ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes; communicating ideas through artworks by selecting and applying art elements and principles; responding aesthetically to artworks based upon their personal experience and cultural values; exploring how art is connected to performing arts, math, science, and social studies; understanding the role and functions of art history and culture.

**Course Rationale:**

Creation and problem-solving is at the heart of the visual arts curriculum. Students learn to work with various tools, processes, and media. They learn to make choices that enhance the communication of their ideas. Students learn to make critical judgements as they develop aesthetic perceptions by interacting with works of art and becoming knowledgeable about history and world culture.

**Course Scope and Sequence**

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|---|--|
| <b>Unit 1: Elements and Principles</b><br>Product/Performance<br>Elements and Principles<br>Artistic Perceptions<br>Historical and Cultural Connections <ul style="list-style-type: none"><li>• 1A: Non-Objective Art (2 class periods)</li><li>• 1B: Warm/Cool Colors (4 class periods)</li><li>• 1C: Shape and Form (4 class periods)</li></ul> | <b>Unit 2: Symmetry, 2D, and 3D</b><br>Product/Performance<br>Elements and Principles<br>Interdisciplinary Connections<br>Historical and Cultural Connections <ul style="list-style-type: none"><li>• 2A: Symmetry (2 class periods)</li><li>• 2B: Paper Forms (2 class period)</li><li>• 2C: Clay (6 class periods)</li></ul> |
| <b>Unit 3: Cityscape, Community, and Group Themes</b><br>Product/Performance<br>Elements and Principles<br>Historical and Cultural Connections <ul style="list-style-type: none"><li>• 3A: Cityscape (4 class periods)</li><li>• 3B: Community/Group (6 class periods)</li></ul>  | <b>Unit 4: Subject Matter, Culture, and Connections</b><br>Product/Performance<br>Artistic Perceptions<br>Interdisciplinary Connections<br>Historical and Cultural Connections <ul style="list-style-type: none"><li>• 4A: Figure/Action Pose (5 class periods)</li><li>• 4B: Africa/Connections (5 class periods)</li></ul>   |

## Unit Objectives:

### Unit 1:

1. Students will identify and use horizontal, vertical, and diagonal lines.
2. Students will paint lines and fill shapes with even color using tempera.
3. Students will identify and use size contrast.
4. Students will create an original non-objective artwork using line, shape, and color.
5. Students will identify and use warm and cool colors.
6. Students will identify warm and cool colors; symmetrical balance; invented textures; horizontal, diagonal and vertical lines; and contrast/variety of sizes of artworks.
7. Students will differentiate between shapes and forms.
8. Students will identify works from Europe.
9. Students will compare and contrast 2 artworks on use of line, color, shape and texture.

### Unit 2:

1. Students will cut a symmetrical shape from a folded piece of paper.
2. Students will identify and use symmetrical (formal) balance.
3. Students will explain how the math principle of symmetry is used in art.
4. Students will demonstrate an additive process.
5. Students will manipulate paper to create forms (in the round).
6. Students will identify and use invented textures.
7. Students will identify and demonstrate sculpture in the round.
8. Students will use modeling material to create applied and impressed textures.
9. Students will create a container.

### Unit 3:

1. Students will layer 2 or more colors using crayon, colored pencil or oil pastel.
2. Students will create an original cityscape.
3. Students will identify and use middle ground, overlapping, and change of size to create the illusion of space.
4. Students will compare and contrast 2 artworks on place.
5. Students will create original artwork that communicates ideas about community.
6. Students will create original artwork that communicates ideas about group identity.
7. Students will identify works of art from the United States.
8. Students will compare and contrast 2 artworks on theme.

### Unit 4:

1. Students will apply paint in even strokes to create a watercolor/thinned tempera wash.
2. Students will create an original artwork of a figure in an action pose.
3. Students will compare different responses peers have to the same artwork.
4. Students will compare the art and music of a particular culture.
5. Students will identify works of art from Africa.
6. Students will compare and contrast 2 artworks on subject matter.
7. Students will compare and contrast 2 artworks on use of media.
8. Students will compare and contrast 2 artworks on the purpose of art in culture.

## Essential Terminology/Vocabulary

Unit 1: line, horizontal, vertical, diagonal, shape, color, contrast, size, non-objective, warm colors, cool colors, subject matter, shapes, forms

Unit 2: symmetry, line of symmetry, folded edge, balance, form, shape/form, additive, 3-dimensional, sculpture, applied texture, impressed texture, found objects, functional art, container, sculpture, score and slip

Unit 3: line, horizontal, vertical, diagonal, shape, color, contrast, size, cityscape, community, group identity, themes

Unit 4: thinning, figure, action pose, gesture, culture, media, theme

## Approved Course Materials and Resources:

Available resources to internet and images listed in units.

Ringgold, F., (2015) *Harlem Renaissance Party*. New York: Harper Collins