

## Grade 3

1. Color
2. Form
3. Line
4. Shape
5. Space
6. Texture
7. Value

<b>COURSE: Art</b>	<b>GRADE: 3</b>
<b>UNIT: Color</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>STATE STANDARDS:</b></p> <p>7.1 Producing , Performing and Exhibiting the Arts and Humanities</p> <p>7.2 Historical and Cultural Contexts</p> <p>7.3 Critical Response to the Arts and Humanities</p> <p>7.4 Aesthetic Responses to the Arts and Humanities</p>	<p><b>UNIT OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>- The student will identify primary colors and learn to mix them to create secondary colors.</li> <li>- Required color identification by the student will include: <ul style="list-style-type: none"> <li>-warm/cool</li> <li>-primary/secondary</li> <li>-neutrals</li> <li>-shade/tint</li> <li>-complementary pairs</li> </ul> </li> <li>- Incorporate student color knowledge into projects that employ various media and techniques.</li> </ul>
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<p><b>ACTIVITIES: Students will:</b></p> <ul style="list-style-type: none"> <li>- Examine color in both famous artwork and the work of others</li> <li>- Differentiate between warm and cool colors</li> <li>- Mix neutrals using primaries</li> <li>- Mix shades and tints and identify in the work of others</li> <li>- Identify and use complementary pairs</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>- hard edge painting</li> <li>- Color wheel with shades and tints</li> <li>- Advertising design</li> <li>- city/sea scapes</li> <li>- still life painting</li> <li>- Georgia O'Keeffe florals</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>- Oral discussion/questioning between teacher and student</li> <li>- Observation by teacher to determine if color knowledge is being understood and correctly applied to projects by the student.</li> <li>- Pre p test/review of grade one and two color units.</li> <li>- Interaction by students ( informal group discussions)</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>- Review of grades 1and 2 color vocabulary</li> <li>- Sort color cards by: warm, cool, and complements</li> <li>- Complete a simple color wheel</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>- Collage of magazine pictures by color themes</li> <li>- Create "new" colors and name them</li> <li>- Create a new design for a color wheel</li> </ul>
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<b>COURSE: Art</b>	<b>GRADE(S): 3</b>
<b>UNIT: Form</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>ACTIVITIES: Students will:</b></p> <ul style="list-style-type: none"> <li>- create 3-D sculpture incorporating the elements: line, texture, shape, space</li> <li>- apply knowledge from historic/cultural study</li> <li>- differentiate between positive and negative sculpture processes</li> </ul> <p>Use various clay techniques to create original 3-D forms</p> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>- additive/subtractive sculpture</li> <li>- fantasy figures</li> <li>- Ancient History: Greek, Roman, Egyptian</li> <li>- Mythology: folk, native</li> <li>- American art including Native American</li> <li>- Hat making</li> <li>- Paper manipulation: cone, cube, etc.</li> <li>- Assemblage</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>- one-on-one critique with student partner</li> <li>- addition to portfolios</li> <li>- observation by teacher/student (interactive critique)</li> <li>- Oral questioning by teacher to check for student understanding of the 3-D process.</li> <li>- teacher’s checklist (rubrics)</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>- clay modeling of basic 3-D forms ,and the student identification of them</li> <li>- finding 2-D pictures of forms and being able to distinguish them from 2-D shapes</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>- Day of the Dead (Mexican) skeletons</li> <li>- Mold clay slab adding Egyptian hieroglyphics for initials</li> </ul>
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<b>COURSE:</b> Art	<b>GRADE:</b> 3
<b>UNIT:</b> Line	

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<p><b>ACTIVITIES:</b></p> <p>Students will develop and critique projects Which identify and employ different uses and types of line.</p> <p>Students will use line to describe form using various drawing techniques</p> <p>Students will use types of line to express emotion.</p> <p>Students will be able to identify line as an art element.</p> <p>Students will discover meanings of lines used in communication / language.</p> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>- Contour line drawing (Paul Klee)</li> <li>- Kandinsky: free gesture and geometrical/mechanical</li> <li>- Lettering</li> <li>- Symbols: Native American: petroglyph African (Ashanti) tribal symbols</li> </ul>	<p><b>ASSESSMENTS:</b></p> <p>Teacher observation, interaction, comments</p> <p>Teacher evaluation of task regarding production process (following steps / directions) and use of materials ( safely , correctly)</p> <p>Student / peer evaluation (written and / or oral)</p> <p><b>REMEDIATION:</b></p> <p>Extra teacher assistance during lesson</p> <p>Practice using tools (compass and ruler)</p> <p>Student may continue class work during free time (recess.)</p> <p><b>ENRICHMENT:</b></p> <p>Create lines with various media (yarn, paper, etc)</p> <p>Student may pursue other creative avenues that can involve the use of original lettering styles, alphabets, codes, and symbols.</p> <p>Research other artists that use line as a primary focus of their art.</p>
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<b>COURSE: Art</b>	<b>GRADE(S): 3</b>
<b>UNIT: Shape</b>	

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<p><b>ACTIVITIES:</b> Students will:</p> <ul style="list-style-type: none"> <li>-review the differences between line and shape, organic and geometric</li> <li>-observe the shapes , sizes and color in patterns</li> <li>- paint/draw 3-D forms from observation, translating 3-D forms to 2-D shapes (e.g., still life)</li> <li>- describe the use of shapes in their artwork or art by others</li> <li>- distinguish between symmetrical and asymmetrical shapes</li> </ul> <p>Identify and reproduce various geometric shapes (Triangle, rectangle, square, pentagon, and hexagon.)</p> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>- Puppets: Indonesian shadow</li> <li>- silhouettes</li> <li>- paper cutting: Polish Wycinanki</li> <li>- drawing/ painting: still life, landscape, portrait, figure</li> <li>- collage: Pop Art ( magazine food)</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>- written assessment worksheets for each project</li> <li>- Write the lesson’s objectives and vocabulary with definitions on back of student projects.</li> <li>- oral questioning by teacher to check for student understanding, and monitor student progress.</li> <li>- observation and interaction by and with teacher</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>- practice drawing and cutting out basic shapes</li> <li>- copy forms and identify their 2-D shapes</li> <li>- Peer tutoring.</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>- draw geometric shapes using rulers and measurements</li> <li>- label symmetrical geometric shapes used in math</li> <li>- Create original compositions using both organic and geometric shapes.</li> </ul>
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<b>COURSE:</b> Art	<b>GRADE(S):</b> 3
<b>UNIT:</b> Space	

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<p><b>ACTIVITIES:</b> Students will:</p> <ul style="list-style-type: none"> <li>- Describe positive and negative space in their artworks or those of others;</li> <li>- Create art having size/distance relationship (i.e., small in background, large in foreground)</li> <li>- Use overlap perspective to show depth as a 3-D illusion in the spatial area</li> <li>- Know foreground, middle ground, and background and be able to use this knowledge in the creation of original student artwork Identification of focal point in student work and the artwork of others</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>- Sculpture: Calder: changing spaces with motion= mobiles planes viewed to show shape and space changes= stabiles</li> <li>- Diorama: Red Grooms</li> <li>- Cultural themes: Japanese decorative backgrounds with flat, 2-D positive space</li> <li>- Environmental artists: Christo</li> <li>- M.C.Escher: tessellations as full use of space with objects neither positive or negative</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>- Add completed student work to student portfolio</li> <li>- Observation by teacher</li> <li>- Oral questioning of the student group</li> <li>- Pre-test; review of grade one and two units on space. Concepts of space correctly demonstrated through student art production.</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>- Review sizes of simple objects via comparison (tangible or drawn)</li> <li>- Cut and paste objects according to size (length, height, etc.)</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>- find examples of spatial relationships in magazines or book illustrations</li> <li>- tracing paper over art prints to find the three grounds and focal point</li> </ul>
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<b>COURSE: Art</b>	<b>GRADE(S): ONE</b>
<b>UNIT: Texture</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>ACTIVITIES: TEACHER WILL:</b></p> <p>(A) Define texture as the way something feels when you touch it.</p> <p>(B) Explain that textures can also look rough or smooth even if we can't touch them: <i>Visual</i> texture.</p> <p>(C) Relate texture information to other art projects, as sculpture, surface treatment of clay, etc.</p> <p><b>HAVE STUDENTS:</b></p> <p>(A) Volunteer adjectives to describe textures such as (hard, soft, rough, or smooth) by touching various objects.</p> <p>(D) Identify other textured surfaces in things that are a part of the natural world, e.g., tree bark, stones...</p> <p>(E) Move around the room to find various textured surfaces, and use rubbings to make a record of the textures.</p> <p>(F) Create art work (collage ,etc.) using collected textures.</p> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. Natural and man made objects having definite and unique textures.</li> <li>2. Two-dimensional works of art that simulate texture; artists' examples such as Faith Ringgold, visual textures on fabric ...</li> <li>3. 20<sup>th</sup> Century Artists' works, especially collage &amp; impasto artists.</li> </ol>	<p><b>ASSESSMENTS: PERFORMANCE BASED</b></p> <ol style="list-style-type: none"> <li>(1) Oral questioning</li> <li>(2) Teacher observation</li> <li>(3) Self or group critiques</li> </ol> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-Guided practice</li> <li>-Teacher one on one assistance</li> <li>-Peer tutoring.</li> <li>-compare textures of objects in a box</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Have students cut or tear examples of interesting textures from magazines or newspapers and make a collage. Remember; these are <i>Visual</i> textures.</li> <li>-Use fabric and textured found-objects to create artworks.</li> <li>-make texture stamps from clay and print with them</li> <li>-press clay onto textural surfaces for designs</li> </ul>
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<b>COURSE: Art</b>	<b>GRADE(S): 3</b>
<b>UNIT: Value</b>	

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<p><b>ACTIVITIES:</b> Students will:</p> <ul style="list-style-type: none"> <li>- create differences in shading using white, light grey, med. grey, dark grey, black</li> <li>- create differences in color using tints and shades</li> <li>- group collage of cut-out tints and shades</li> </ul> <p>Still life drawing with emphasis on light and shadow.</p> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>- photography: black and white, color values</li> <li>- M.C.Escher: use of black and white values and techniques</li> <li>- Prints by Durer, Kollowitz</li> <li>- 20<sup>th</sup> Century painters: Picasso, Dove</li> <li>- French Impressionism: Monet, vanGogh</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>- Observation and questioning by teacher to determine student understanding of value gradations in black and white and color.</li> <li>- teacher’s checklist (rubrics)</li> <li>- Self or group critique</li> <li>-</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>- Black and white pastel mixing to identify values</li> <li>- identify tints and shades from color cards</li> <li>- create value chart</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>- find examples of values or black and white art in book illustrations</li> <li>- make a collage of value, tint, or shade using cut-out pictures from magazines</li> <li>- explore crosshatching or stipple to create value with pencil</li> </ul>
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