

Art – Third Grade

Description Instruction in visual art for third grade students provides them with the knowledge, skills, and attitudes necessary to be successful as creative art learners through the district's elementary art program. Through their classroom experiences, students learn to employ art vocabulary in producing art, discuss art careers, and discover how art affects their environment and culture.

Textbooks/Resources *Art Connections* – Grade 3 – SRA-McGraw-Hill, 2005

Required Assessments

Board Approved June 2007

Draft May 2007

AASD Art Goals for K-12 Students

- AASD students will understand and apply elements and principles of design in their art work.
- AASD students will know and practice of art-related vocabulary in art analysis and criticism and in communicating meaning in art.
- AASD students will understand and use safe work habits in the art room.
- AASD students will explore the possibilities of art-related career choices.
- AASD students will develop an understanding of art theory, creativity, history, and cultural heritage through art production projects.

AASD K-12 Art Standards

I. Art Theory

Students in the AASD will:

- A. understand and apply the elements and principles of design; and
- B. become articulate in the use of art-related vocabulary.

II. Art Production

Students in the AASD will:

- A. produce quality images and objects using varied media, techniques, and processes;
- B. understand and use appropriate safety procedures; and
- C. apply appropriate craftsmanship while producing art.

III. Creative Self

Students in the AASD will:

- A. discover how emotion affects the creative process;
- B. develop multiple solutions to problems involved in the creative process;
- C. use their imaginations to create ideas for original works or art and design;
- D. use their imaginations and artwork to communicate ideas and feelings; and
- E. learn the value and significance of art criticism in the creative process.

IV. Art in Society

Students in the AASD will:

- A. recognize that form, function, meaning and expressive qualities of art and design change between cultures, artists, time, and places;
- B. understand how their choices in art are shaped by their own culture and society;
- C. know and recognize styles of art from their own culture and other parts of the world;
- D. know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers;
- E. identify and use art as a basic way of thinking and communicating about the world; and
- F. connect their knowledge and skills in art to careers in the humanities, sciences, social studies, and technology.

<p>2. Art Production: Develop awareness of craftsmanship in use of art materials, tools, and techniques through self-evaluation/observation.</p>	<p>Performance will be satisfactory when the student: <u>*Skills and Techniques/Mediums-</u> -Recognizes art as a multi-step process that begins with an idea and ends with a visual product. -Learns to appreciate the value of patience, persistence and pride in the creative experience. -Maintains a clean/organized work space and follows a multi-step set-up, clean-up and tool care routine. <u>Tools/Materials:</u> (* in addition to previous grade level supplies) Creates with drawing pencils (white/black), sketcho crayons, intermediate color crayon set, pencil crayons, marker stamps, gel markers, pastel chalks, cray pas, stencil brush, bristle brush, watercolor brush (various sizes), water color pans (segregated colors: warm, cool, etc.), tempera squeeze bottle, tempera wash, water color paper, patterned papers, tissue papers, rough newsprint, acrylic decorator paints, tempera varnish, pearlized water-based paint, styrofoam, tag board, cardboard, red clay, clay trimming and incising tools, underglaze, found object print surfaces, soap, ruler, shape templates, pen and ink. <u>Drawing:</u> explores: memory, real-life, imagination, architectural, wildlife/ habitats, object drawing (inanimate), measured line (w/ruler), stylized letter shapes, picture puzzle, poster design, boarders, book illustrating/writing/publishing. <u>Painting:</u> employs: drawing with paint, single layer painting, multi-layer painting, texture painting, brush techniques, color mixing. <u>Printmaking:</u> experiences multi-color crayon rubbing, leaf print, texture relief print; Styrofoam/glue line mono-print; gadget print. <u>Sculpture:</u> creates: 3-D environments/dwellings; constructs: paper/cardboard/wire sculpture; explores: puppets, basic origami, piñatas, doll making, book making, soap carving, etc. -Clay: incorporates modeling, additive/subtractive sculpting: -<u>joining:</u> scratch surfaces, dab w/water, press firmly together. -<u>forming:</u> pinch, coil, slab, paper stuffed slab. <u>Crafts:</u> explores <u>fibers:</u> weaving (plain weave), <u>stitchery:</u> (basic stitches), <u>knot-tying</u> (over-hand knot); <u>fabric design:</u> fabric marker, crayon, dye; <u>jewelry:</u> cord, leather, wire, beads, <u>mosaic:</u> seeds, clay, tiles; <u>collage:</u> tissue paper, cut-paper.</p>	<p>-Performance check list. -Self-evaluation/informal classroom critique. -Performance tasks. -Project samples. -Performance tasks. -Demonstrates use of techniques. -Teacher observation. -Art display.</p>
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	<p><u>*Safety-</u> -Practices safety in all aspects of the classroom environment. -Follows all requirements of safety drills, classroom and school rules. -Listens to directions. Respects others. Makes good choices. -Cleans up work space and work stations independently.</p> <p><u>*Craftsmanship-</u> -Observes demonstrations. -Follows directions for methods/techniques/use of tools. -Explores characteristics of tools and materials. -Evaluates personal experiences and outcomes. -Develops a sense of completion in work. -Recognizes the value of neatness in the production process.</p>	<p>-Performance tasks: safety, rules, routines. -Teacher observation.</p> <p>-Project samples. -Informal critique. -Rubric assessment tool.</p>
<p>Above objective aligned with AASD standards: Media</p>		
<p>3. Creative Self: Explore and develop use of imaginative thinking.</p>	<p>Performance will be satisfactory when the student: <u>*Expression:</u> -Discovers how color can symbolize or express emotions: (warm=happy, cool=sad). -Explores use of <u>visual memory</u>, <u>real-life observation</u> and <u>imagination</u> to create from, discover and express ideas. <u>*Problem Solving:</u> -Develops analytical thinking skills to create solutions: "What does it need?"- "What would happen if?" -Uses self-evaluation skills. <u>*Communicate Ideas:</u> -Uses art tools/techniques to create visual images that reflect a personal response or representation of an idea.</p>	<p>-Verbal responses. -Project samples. -Self-evaluation. -Analytical discussion/responses. -Teacher observation.</p>
<p>Above objective aligned with AASD standards: Communication Arts Science</p>		

<p>4. Art in Society: Exposure to artists and artistic styles that relate to art process. Introduction to the concept of art as part of history.</p>	<p>Performance will be satisfactory when the student:</p> <p><u>*History-</u></p> <ul style="list-style-type: none"> -Learns about the prehistoric art form of cave painting: <ul style="list-style-type: none"> - purpose, style, subject matter, location, time-line, etc. -“Art is what people did before they knew what it was called.” -Is introduced to cultural art styles/traditions through the 3rd grade study of (sister cities) in: <ul style="list-style-type: none"> -Russia: nesting dolls, folk tales, etc. -Japan: origami (ori=folding/gami=paper) Peace Crane,kite. -Nicaragua: nature painting (flora, fauna), folk animals, etc. -Explores the art/style/artisans in Early American settlements: <ul style="list-style-type: none"> -Plymouth Plantation: lost arts: basketry,pottery,soaps, etc. -Learns about architectural features/styles: Victorian, Modern. <ul style="list-style-type: none"> -texture of: bricks, stones, wood, shingles, molding, etc. -learns about Wisconsin architect: Frank Lloyd Wright -learns about artistic/environmental uses of: landscape <p><u>*Aesthetic Awareness-</u></p> <ul style="list-style-type: none"> -Identifies basic art elements in art/artist reproductions. -Identifies basic art elements in natural/human environments. -Learns to identify and imitate architectural features/textures: <ul style="list-style-type: none"> -bricks, stones, wood, shingles, molding, window style, etc. <p><u>*Appreciation:</u> Recognizes that art has historical value:</p> <ul style="list-style-type: none"> -antiques, artifacts, pre-historic rituals, cultural traditions, etc. <p><u>*Consumer Awareness-</u> Identifies functional use of various art forms, styles and traditions.</p> <ul style="list-style-type: none"> -decorative features in dwellings: historic, current, cultural -landscape design: habitat preservation/conservation -seasonal imagery: haunted house, gingerbread house, etc. -literature (illustration).“A picture is worth a thousand words.” -cultural celebrations/traditions: <p><u>*Communication-</u> Explores personal expression through art.</p> <ul style="list-style-type: none"> -poster, story writing/illustrating, real life drawing: my home. <p><u>*Careers-</u> Identifies specific art careers that directly influence the student: author/illustrator (Dr. Seuss), architect (Frank Lloyd Wright),</p>	<ul style="list-style-type: none"> -Identification of art exemplars. -Prior knowledge inventory based on grade level classroom studies. -Classroom critique/discussion. -Verbal/visual responses to observation. -Interactive observation/discussion. -Project samples.
<p>Above objective aligned with AASD standards: Communication Arts Social Studies Consumer Education</p>		

