

# Elementary Visual Arts--Third Grade

**Overview** - Every elementary student will develop aesthetic awareness, imagination, perception, and cultural understanding through exposure to the visual arts. Students will be encouraged to foster their creative abilities, self-expression, self-confidence, and self-discipline. Students will learn and practice responsibility, workmanship, and safety procedures. Students will be able to demonstrate craftsmanship and techniques in the visual arts. Artists have been influencing other artists throughout time and across cultures. Third grade classes begin building artistic perception.

**Rationale** - The Elementary Art program is based on the framework of *Perform, Create and Analyze* as defined by the Department of Education *Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, 2011* and *National Core Arts Standards, 2014*.

**Grades:** Kindergarten - 5th

**Units of Study:**

Color	4-5 weeks
Form	4-5 weeks
Line	4-5 weeks
Shape	4-5 weeks
Space	4-5 weeks
Texture	4-5 weeks
Value	4-5 weeks

## **ELEMENTARY ART CURRICULUM**

**Course Title: 3rd Grade Art      Unit Title: “Art of Color”    Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.3.3 Describe, discuss, and model the elements of design to communicate ideas.</p> <p>ART.VA.I.3.4 Select, present, and evaluate personal artwork.</p> <p>ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art.</p> <p>ART.VA.II.3.2 Create a composition using the elements of art to communicate ideas.</p> <p>ART.VA.II.3.4 Combine ideas, symbols, and experiences that express and communicate meaning.</p> <p>ART.VA.II.3.5 Create artwork that aesthetically and creatively conveys an idea.</p> <p>ART.VA.III.3.1 Compare the elements of art used in personal artwork.</p> <p>ART.VA.III.3.2 Examine how art expresses cultural traditions.</p> <p>ART.VA.III.3.4 Select a piece of personal artwork, critique it using art terminology, and make revisions.</p> <p>ART.VA.IV.3.2 Describe the material and art forms used by particular cultures.</p> <p>ART.VA.V.3.3 Investigate collaboration across art disciplines.</p> <p>ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.</p>	<p>I can talk about color and use it in my artwork.</p> <p>I can find examples of color in art.</p> <p>I can see examples of color in my environment.</p> <p>I can create and use color in my artwork.</p> <p>I can look at and discuss how artists use color in their artwork.</p>	<p>Color</p> <p>Primary colors</p> <p>Secondary colors</p> <p>Blending</p> <p>Mixing</p> <p>Color Wheel</p> <p>Abstract</p> <p>Realistic</p> <p>Warm colors</p> <p>Cool colors</p> <p>Palette</p> <p>Hue</p> <p>Watercolor</p>	<ul style="list-style-type: none"> <li>● Students will explore the element of color with a variety of materials and tools..</li> <li>● Students will be able to explain how artists use color to create art.</li> <li>● Students will produce artwork that uses color.</li> <li>● Students will discuss and describe visual qualities of color in art.</li> <li>● Students can mix secondary colors.</li> <li>● Checklist/Rubric</li> <li>● Color mixing</li> <li>● Illustrating</li> <li>● Bookmaking, Scrolls</li> <li>● Painting techniques</li> <li>● color wheel</li> <li>● Asian Arts watercolor</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Monet, Kandinsky, Chagall, Impressionism</li> <li>● Books: “Mouse Paint” E. Stoll Walsh, “White Rabbit’s Colors” A. Baker, “Mix it Up!” H. Tullet, “Little Blue and Little Yellow” L. Lionni, “Color Dance” A. Jonas</li> <li>● YouTube videos: claymation, Primary/secondary colors, Complementary color</li> <li>● Reading Rainbow episodes</li> <li>● Supplies: tempera paint and supplies, color wheel resources, watercolors, black ink, construction paper various, drawing paper.</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 3rd Grade Art**

**Unit Title: “Art of Form”**

**Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.3.1 Compare the use of various materials to communicate ideas and sensory experiences in an artwork.</p> <p>ART.VA.I.3.3 Describe, discuss, and model the elements of design to communicate ideas.</p> <p>ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art.</p> <p>ART.VA.II.3.2 Create a composition using the elements of art to communicate ideas.</p> <p>ART.VA.II.3.4 Combine ideas, symbols, and experiences that express and communicate meaning.</p> <p>ART.VA.III.3.1 Compare the elements of art used in personal artwork.</p> <p>ART.VA.III.3.2 Examine how art expresses cultural traditions.</p> <p>ART.VA.III.3.3 Highlight social trends that influence our emotional reactions to art.</p> <p>ART.VA.IV.3.3 Recognize how the available materials and processes in a particular time or place can influence the art that is created.</p> <p>ART.VA.V.3.1 Describe how art can be found in various environments.</p> <p>ART.VA.V.3.3 Investigate collaboration across art disciplines.</p> <p>ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.</p>	<p>I can talk about form and use it in my artwork.</p> <p>I can name examples of form.</p> <p>I can find examples of form in art.</p> <p>I can see form in my environment.</p> <p>I can create form in my artwork.</p> <p>I can look at and discuss how artists use form in their artwork.</p>	<p>Three dimensional</p> <p>Cube</p> <p>Sphere</p> <p>Cylinder</p> <p>Pyramid</p> <p>Modelling</p> <p>Building</p> <p>Sculpting</p> <p>Shading</p>	<ul style="list-style-type: none"> <li>● Students will explore the element of form with a variety of material and tools.</li> <li>● Students will be able to explain how artists create art using form.</li> <li>● Students will produce artwork that shows use of form.</li> <li>● Students will discuss and describe visual qualities using form in art.</li> <li>● Checklist/Rubric</li> <li>● Shapes vs. Forms</li> <li>● Sculpture exploration</li> <li>● Drawing 3-D shapes with shading/shadows</li> <li>● Paper sculpture</li> <li>● Origami</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Renaissance, DaVinci, Michelangelo, Donatello, Calder, Moore, Egypt</li> <li>● Books: “13 Sculptures Children should know” A. Wenzel, “Sandy’s Circus” T. Stone, “Leonardo and the Flying Boy” L. Anholt, “Leonardo da Vinci for Kids” J. Herbert, “Getting to know the World’s Greatest Artists” Series M. Venezia</li> <li>● youtube videos about form and sculpture</li> <li>● foam building shapes, blocks, modelling clay, paper form templates</li> <li>● Supplies: air dry clay, model magic, origami paper, construction and drawing paper of various size, chalk</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 3rd Grade Art**

**Unit Title: “Art of Line”**

**Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.3.1 Compare the use of various materials to communicate ideas and sensory experiences in an artwork.</p> <p>ART.VA.I.3.2 Demonstrate control and safe use of a variety of art tools with environmental awareness.</p> <p>ART.VA.I.3.3 Describe, discuss, and model the elements of design to communicate ideas.</p> <p>ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art.</p> <p>ART.VA.II.3.2 Create a composition using the elements of art to communicate ideas..</p> <p>ART.VA.II.3.3 Examine how artists turn ideas into visual solutions.</p> <p>ART.VA.III.3.1 Compare the elements of art used in personal artwork.</p>	<p>I can name types of lines and draw them in my artwork.</p> <p>I can create patterns using lines.</p> <p>I can add details to my drawing using lines.</p> <p>I can create lines with a variety of media.</p> <p>I can make lines to show design.</p> <p>I can make lines to show movement or feeling in my artwork.</p> <p>I can use lines to show direction or quality in my artwork.</p> <p>I can look at and discuss how artists use line in their artwork.</p>	<p>straight/curved</p> <p>Vertical line</p> <p>Diagonal line</p> <p>Horizontal line</p> <p>Pattern</p> <p>Self-portrait</p> <p>Illusion</p>	<ul style="list-style-type: none"> <li>● Students will identify and explore a variety of materials to communicate personal experiences with line through self portraits, name writing, and portfolios.</li> <li>● Students will explore the element of line with a variety of materials to solve visual problems in artwork.</li> <li>● Rubric/Checklist</li> <li>● Drawing self-portraits</li> <li>● Decorating and labeling portfolios</li> <li>● Creating patterns with line</li> <li>● Drawing and painting lines to show directions</li> <li>● Drawing and painting lines to show movement or feeling</li> <li>● Drawing and painting lines to show physical quality</li> <li>● Designing optical illusion</li> <li>● Ipads as drawing tools</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: VanGogh, Miro, Munch, Cezanne, Wood</li> <li>● Books: “Lines that Wiggle” C. Whitman, “The Line” P.Bossio, “When a line bends...A shape begins” R Gowler Greene, “Beautiful Oops” B. Saltzberg,</li> <li>● YouTube Learn about lines</li> <li>● Supplies: drawing paper various, 18x24 paper, pencils, crayons, markers, rulers, tempera paints and supplies, ipads</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 3rd Grade Art**

**Unit Title: “Art of Shape” Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.3.1 Compare the use of various materials to communicate ideas and sensory experiences in an artwork.</p> <p>ART.VA.I.3.2 Demonstrate control and safe use of a variety of art tools with environmental awareness.</p> <p>ART.VA.I.3.3 Describe, discuss, and model the elements of design to communicate ideas.</p> <p>ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art.</p> <p>ART.VA.II.3.2 Create a composition using the elements of art to communicate ideas.</p> <p>ART.VA.II.3.5 Create artwork that aesthetically and creatively conveys an idea.</p> <p>ART.VA.III.3.2 Examine how art expresses cultural traditions.</p> <p>ART.VA.IV.3.1 Examine customs or traditions celebrated by different communities.</p> <p>ART.VA.IV.3.2 Describe the materials and art forms used by particular cultures.</p> <p>ART.VA.V.3.1 Describe how art can be found in various environments.</p>	<p>I can name types of geometric shapes and draw them in my artwork.</p> <p>I can identify and draw organic shapes.</p> <p>I can create shapes with a variety of media.</p> <p>I can combine shapes to make new things.</p> <p>I can use shapes to create a still life.</p> <p>I can use shapes to show symmetry.</p> <p>I can look at and discuss how artists use shape in their artwork.</p>	<p>Geometric shapes</p> <p>Organic shapes</p> <p>Two-Dimensional</p> <p>Three-Dimensional</p> <p>Abstract</p> <p>Realistic</p> <p>Observational drawing</p> <p>Still Life</p> <p>Symmetrical</p> <p>Asymmetrical</p>	<ul style="list-style-type: none"> <li>● Students will identify and compare a variety of materials to communicate personal experiences with shape through still life construction, drawing, and designing.</li> <li>● Students will explore the element of shape with a variety of materials to solve visual problems in artwork.</li> <li>● Students will examine how cultural traditions are expressed through art and be able to compare to personal artwork.</li> <li>● Rubric/Checklist</li> <li>● Geometric and organic shape exploration with symmetry</li> <li>● Organic shape: pumpkin and apple drawing</li> <li>● Still life with organic and geometric shapes</li> <li>● Totem/mask portraits</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Pablo Picasso, Paul Klee, Escher, Matisse</li> <li>● Shape puzzles</li> <li>● Books: “The Dot” P. Reynolds, “Color Farm” and “Color Zoo” L. Ehlert, “I Spy Shapes in Art” L. Micklethwait, Ed Emberley’s Drawing Books,</li> <li>● Geometric shape printable resources</li> <li>● youtube learning about shapes</li> <li>● Supplies: tissue paper, drawing paper various, construction paper various, tempera cakes, tempera paint supplies, fluorescent paints, black ink, still life objects</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 3rd Grade Art**

**Unit Title: “Art of Space”**

**Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.3.1 Compare the use of various materials to communicate ideas and sensory experiences in an artwork.</p> <p>ART.VA.I.3.3 Describe, discuss, and model the elements of design to communicate ideas.</p> <p>ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art.</p> <p>ART.VA.II.3.2 Create a composition using the elements of art to communicate ideas.</p> <p>ART.VA.II.3.3 Examine how artists turn ideas into visual solutions.</p> <p>ART.VA.II.3.6 Design artwork using computers and electronic media to create original works of art.</p> <p>ART.VA.III.3.1 Compare the elements of art used in personal artwork.</p> <p>ART.VA.III.3.2 Examine how art expresses cultural traditions.</p> <p>ART.VA.IV.3.2 Describe the materials and art forms used by particular cultures.</p> <p>ART.VA.IV.3.3 Recognize how the available materials and processes in a particular time or place can influence the art that is created.</p> <p>ART.VA.V.3.2 Investigate and identify careers related to artists who work in specific media.</p> <p>ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.</p>	<p>I can talk about space and use it in my artwork.</p> <p>I can find examples of space in art.</p> <p>I can see space in my environment.</p> <p>I can create space in my artwork.</p> <p>I can look at and discuss how artists use space in their artwork.</p>	<p>Overlapping</p> <p>Position</p> <p>Close up</p> <p>Far away</p> <p>Size: Small, Medium, Large</p> <p>Two dimensional</p> <p>Three dimensional</p> <p>Foreground</p> <p>Middle ground</p> <p>Background</p> <p>Positive space</p> <p>Negative space</p>	<ul style="list-style-type: none"> <li>● Students will explore the element of space with a variety of material and tools.</li> <li>● Students will be able to explain how artists from create art using space.</li> <li>● Students will produce artwork that shows use of space.</li> <li>● Students will discuss and describe visual qualities using space in art.</li> <li>● Checklist/Rubric</li> <li>● Positive and negative space design</li> <li>● landscapes</li> <li>● Digital drawing with iPad</li> <li>● Russian nesting dolls</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Rivera, Kahlo, Degas, Klimt, O’Keeffe</li> <li>● Books: “Perspective Drawing for kids” L. Yanconsky, “Art for Kids: Drawing in Perspective” M. Story, “Exploring Landscape Art with Children (Come look with Me)” G. Blizzard</li> <li>● YouTube videos on perspective and vanishing point</li> <li>● Nesting dolls, patterns</li> <li>● Supplies: construction paper various, fine tip markers, crayons, watercolors, metallic paint, chalk, iPads, tempera cakes</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 3rd Grade Art**

**Unit Title: “Art of Texture”**

**Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.3.1 Compare the use of various materials to communicate ideas and sensory experiences in an artwork.</p> <p>ART.VA.I.3.2 Demonstrate control and safe use of a variety of art tools with environmental awareness.</p> <p>ART.VA.I.3.3 Describe, discuss, and model the elements of design to communicate ideas.</p> <p>ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art.</p> <p>ART.VA.II.3.2 Create a composition using the elements of art to communicate ideas.</p> <p>ART.VA.III.3.1 Compare the elements of art used in personal artwork.</p> <p>ART.VA.III.3.2 Examine how art expresses cultural traditions.</p> <p>ART.VA.IV.3.1 Examine customs or traditions celebrated by different communities.</p> <p>ART.VA.IV.3.2 Describe the materials and art forms used by particular cultures.</p> <p>ART.VA.V.3.1 Describe how art can be found in various environments.</p> <p>ART.VA.V.3.2 Investigate and identify careers related to artists who work in specific media.</p>	<p>I can talk about texture and use it in my artwork.</p> <p>I can find examples of texture in my environment.</p> <p>I can find examples of texture in art.</p> <p>I can create texture with a variety of media.</p> <p>I can use tools to make texture.</p> <p>I can look at and discuss how artists use texture in their artwork.</p>	<p>Texture</p> <p>Bumpy</p> <p>Smooth</p> <p>Soft</p> <p>Rough</p> <p>Actual texture</p> <p>Simulated texture</p> <p>Rubbing</p> <p>Printing</p> <p>Stamping</p> <p>Contrast</p> <p>Create</p> <p>Pattern</p>	<ul style="list-style-type: none"> <li>● Students will explore the element of texture with a variety of material and tools.</li> <li>● Students will be able to explain how artists from other cultures create art using texture..</li> <li>● Students will produce artwork that shows texture.</li> <li>● Students will discuss and describe sensory qualities using texture in art.</li> <li>● Checklist/Rubric</li> <li>● Texture leaf rubbing</li> <li>● Texture landscapes</li> <li>● Symmetry leaf art</li> <li>● Native American arts</li> <li>● Clay pottery</li> <li>● Coil pot</li> <li>● Pinch pot</li> <li>● Folk arts</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Grandma Moses, Remington, Russell, Quick to see Smith, Ringgold</li> <li>● Folk Arts, Native American Arts</li> <li>● Books: “Fuzzy, Fuzzy, Fuzzy!” S. Boynton, “Touch the Art: Tickle Tut’s Toes” J. Appel, “More than Moccasins: a kid’s activity guide to traditional North American Indian Life” L. Carlson, “Raven” G. McDermott,</li> <li>● Reading Rainbow episodes</li> <li>● YouTube videos on weavers and Native American arts</li> <li>● Supplies: Air dry clay, texture plates, feathers, beads, fine tip markers, chalk, crayons, tempera paint supplies</li> </ul>

## **ELEMENTARY ART CURRICULUM**

**Course Title: 3rd Grade Art      Unit Title: “Art of Value”    Length of Unit: 4 weeks**

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.3.3 Describe, discuss, and model the elements of design to communicate ideas.</p> <p>ART.VA.I.3.4 Select, present, and evaluate personal artwork.</p> <p>ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art.</p> <p>ART.VA.II.3.2 Create a composition using the elements of art to communicate ideas.</p> <p>ART.VA.II.3.5 Create artwork that aesthetically and creatively conveys an idea.</p> <p>ART.VA.III.3.1 Compare the elements of art used</p> <p>ART.VA.III.3.4 Select a piece of personal artwork, critique it using art terminology, and make revisions.</p> <p>ART.VA.III.3.5 Discuss how personal experiences influence the creation of art.</p> <p>ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.</p>	<p>I can talk about value and use it in my artwork.</p> <p>I can find examples of value in art.</p> <p>I can see value in the colors of my environment.</p> <p>I can create value through painting and use of color in my artwork.</p> <p>I can look at and discuss how artists use value in their artwork.</p>	<p>Value</p> <p>Light</p> <p>Dark</p> <p>Color</p> <p>Bright</p> <p>Dull</p> <p>Tint</p> <p>Tone</p> <p>Shade</p>	<ul style="list-style-type: none"> <li>● Students will explore the element of value with a variety of materials and tools.</li> <li>● Students will be able to explain how artists use value to create art.</li> <li>● Students will be able to explain how artists use value in their artwork.</li> <li>● Students will produce artwork that demonstrates value.</li> <li>● Students will discuss and describe visual qualities of value in art.</li> <li>● Checklist/Rubric</li> <li>● Painting with tints and shades</li> <li>● Color mixing</li> <li>● Using pattern to show value</li> <li>● Value with black</li> </ul>	<ul style="list-style-type: none"> <li>● Artists of interest: Bearden, Lawrence, Ringgold, Hokusai, Japan</li> <li>● Books: “Pantone: Colors”, “Snowmen at Night: C. Buehner, “Tar Beach” F. Ringgold, “My Hand Sing the Blues: Romare Bearden’s Childhood Journey” J. Walker Harvey, “Llang and the Magic Paintbrush” Demi</li> <li>● youtube learning about value, slideshow</li> <li>● Supplies: tempera paints (black, white) and supplies, mixing trays, chalk, drawing paper various, black ink</li> </ul>



