

GRADE LEVEL: THIRD

COURSE/SUBJECT TITLE: VISUAL ART

OVERALL STUDENT OBJECTIVES: Art is basic to a well-rounded education. Art is a means of understanding our culture and its history. It is also a means to understanding other cultures very different from our own. Art is the first sign of civilization. Art is a language for expression and communication. Through the study of art criticism and aesthetics, students develop complex thinking skills. By integrating art across the entire curriculum students can relate abstract bodies of knowledge to tangible forms. The complex thinking skills developed in art can help students to have a fuller understanding of other disciplines.

ACADEMIC STANDARDS	PROFICIENCY/ INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
<p>RESPONDING TO ART: HISTORY: Students engage in research and inquiry into the historical, social and cultural contexts of art objects, focusing on aspects of time, tradition, and style as it relates to those works of art. Rationale: Through inquiry in art history students investigate works of art to determine their origins, histories, and meanings in order to provide a sense of world civilizations.</p>				
<p>Standard 1 Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.</p>	<p>3.1.1 Identify visual clues in works of art and artifacts that reflect characteristics of a given culture and speculate on where, when, and by whom the work was made.</p> <p>3.1.2 Speculate on the function or purpose of a work of art, making cultural connections.</p>	<p>Given reproductions of artifacts or works of art, from a variety of cultures previously studied in art and social studies, students sort the pictures by culture (Native American, African, Asian, Mexican, American) : Students defend their choices identifying characteristics from the work.</p> <p>Given an artifact, students explain how the artifact was used within the culture.</p>	<p>Checklist, matching</p> <p>Checklist, short answer, oral essay, matching</p>	<p>Textbook, art reproductions, magazines, collected artifacts</p> <p>Textbook, art reproductions, magazines, collected artifacts</p>

	3.1.3 Identify themes and symbols in works of art from various cultures and time-periods.	Given work from various cultures, students look for common themes present in the work and list those themes.	Checklist, short answer, oral essay, matching	Textbook, art reproductions, magazines, collected artifacts
Standard 2 Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.	3.2.1 Recognize and be familiar with works of art from a variety of cultures, identify the artist and clues to the culture.	Students recognize work by at least five artists and can providing relevant information on each. For example, the importance of Maria Martinez's rediscovery of black on black pottery.	Oral essay, short written note, anecdotal record	Text book, artist stories for children, art reproductions, web sites
	3.2.2 Identify and distinguish between non-objective, realistic, and abstract works of art.	Given reproductions, students group them into categories: realistic, abstract and non-objective	Checklist, short answer, oral essay, anecdotal record	Art reproductions
	3.2.3 Describe clues found in a work of art or artifact that determine if the work is old or new.	Given reproductions of significant works of art or artifacts, students arrange them into appropriate chronological order and explain their reasoning.	Checklist, short answer, oral essay, anecdotal record	Textbook, art reproductions, artifacts
ACADEMIC STANDARDS	PROFICIENCY/ INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES

RESPONDING TO ART: CRITICISM

Students understand and apply critical inquiry to their work and the works of others.

Rationale: Through critical inquiry students increase understanding and appreciation of art and its role in society.

<p>Standard 3 Students describe, research, and interpret works of art and artifacts.</p>	<p>3.3.1 Identify and describe sensory, formal, technical, and expressive properties in the work.</p> <p>3.3.2 Construct meaning in works of art based on personal response, properties found in the work and background information about the work.</p> <p>3.3.3 Use appropriate art vocabulary.</p>	<p>Given a work of art, students write descriptive statements about the work based on evidence found in the work.</p> <p>Students pair and share, reading their statements and explaining their ideas on meaning supported by evidence in the work and information from reference sources.</p> <p>Students identify elements, principles, and media used by the artist and use those terms in their critique.</p>	<p>Oral essay, short answer</p> <p>Oral essay, short answer</p> <p>Checklist, oral essay, short answer</p>	<p>Reproductions, textbooks, collected objects</p> <p>Reproductions, artist stories for children, community circle, pair and share</p> <p>Textbooks, elements and principals of art charts</p>
<p>Standard 4 Students identify and apply criteria to make informed judgements about art.</p>	<p>3.4.1 Listen to multiple responses to a work of art by people from the art world (historians, critics, philosophers, curators) then identify criteria used by these people in making informed judgements.</p>	<p>After listening to several critiques on one particular work, students make a list of the criteria each critic used in making their judgement of the work</p>	<p>Oral essay, anecdotal record, checklist</p>	<p>Reproductions, art magazines, art history books, community circle</p>
<p>ACADEMIC STANDARDS</p>	<p>PROFICIENCY/ INDICATORS</p>	<p>ACTIVITIES (LESSON EXAMPLES)</p>	<p>EVALUATION/ PRODUCTS</p>	<p>RESOURCES</p>

RESPONDING TO ART: AESTHETICS:

Students raise and discuss questions concerning the nature, meaning, and value of art and the aesthetic experience.

Rationale: Through aesthetic inquiry students examine statements and judgements made about how imagery and beauty and the unique contributions of aesthetic experience to human life and culture.

<p>Standard 5 Students reflect on and discuss the nature of art and aesthetic issues concerning the meaning and significance of art.</p>	<p>3.5.1 Respond to a work of art and examine alternate responses of peers to discriminate between statements of facts and those of opinion.</p>	<p>After examining a work of Native American Art, students brainstorm words they associate with the work. They then categorize the responses on a chart as fact or opinion.</p>	<p>Checklist, multiple choice, anecdotal record</p>	<p>Art reproductions, Community circle</p>
	<p>3.5.2 Discuss questions about art and know that all cultures have different beliefs about beauty and art.</p>	<p>Students discuss cultural differences for standards of beauty by comparing contemporary models' photos to artists' images of "beautiful" people from other cultures such as tattooed Native Americans or portraits by Rubens.</p>	<p>Oral essay, anecdotal record</p>	<p>Art reproductions, Community circle</p>

<p>Standard 6 Students theorize about art and make informed judgements.</p>	<p>3.6.1 Identify artwork made from the artist's philosophy that art is at its best when it evokes strong emotions from viewers (emotionalism).</p> <p>3.6.2 Reflect on personal response to a work of art and identify personal preference.</p>	<p>From a selection of reproductions, students make a collection of art that evokes strong emotions, such as work by Munch, Ensor, or the Fauves.</p> <p>Students share in a group or write a short statement in response to a work of art stating their personal preference.</p>	<p>Check list, oral essay, anecdotal record</p> <p>Oral essay, rubric</p>	<p>Community circle</p> <p>Community circle</p>
<p>ACADEMIC STANDARDS</p>	<p>PROFICIENCY/ INDICATORS</p>	<p>ACTIVITIES (LESSON EXAMPLES)</p>	<p>EVALUATION/ PRODUCTS</p>	<p>RESOURCES</p>
<p>CREATING ART: PRODUCTION: Students respond to observations, feelings, ideas, and other experiences by creating works of art. Students create these works through skillful, thoughtful, and imaginative application of media, tools, techniques and processes. Rationale: Through studio activities students discover, experiment, and use technical problem solving skills to express thoughts, values, and feelings. Students develop personal qualities required for successful artistry, such as persistence, patience, and self awareness.</p>				
<p>Standard 7 Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.</p>	<p>3.7.1 Demonstrate observational skills in the production of artwork.</p>	<p>Still Life: Selecting from a variety of materials, students draw a still life focusing on proportion, composition and texture. Accuracy demonstrates observational skills.</p>	<p>Checklist, rating scale, rubric</p>	<p>Various art media</p>

	<p>3.7.2 Create artwork that communicates personal ideas and experiences.</p> <p>3.7.3 Demonstrate ability to successfully generate a variety of symbols, and select and refine a symbol that communicates the idea.</p>	<p>Using an event from summer vacation, students draw a picture that includes themselves and others who were with them</p> <p>Using contemporary symbols (Nike swoosh, smilies, hearts), more traditional symbols such as hearts and crosses, along with less common symbols such as color and type style, students create a "self" portrait.</p>	<p>Checklist, rubric</p> <p>Checklist, rubric</p>	<p>Various art media</p> <p>Various art media</p>
<p>Standard 8 Students understand and apply elements and principles of design effectively in their work.</p>	<p>3.8.1 Apply elements (line, shape, form, texture, color, and space) and principles (rhythm, variety, repetition, proportion, movement, balance, emphasis) in their work effectively communicating their ideas.</p> <p>3.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary), lines (characteristics and qualities), textures (tactile and visual), and space (placement, overlapping,</p>	<p>Students create a composition using shape color, line, texture and space with an emphasis on one or more principle of art. Students explain how the principle(s) help communicate their idea.</p> <p>Given a selection of reproductions student categorize the works by their shape type, line characteristics, colors, positive and negative space. Students then create a composition showing use of overlapping, size, and placement to create the illusions of depth on a two dimensional plane.</p>	<p>Checklist, rating scale, rubric</p> <p>Checklist, rubric, multiple choice, short answer, rating scale, matching</p>	<p>Art reproductions, various media</p> <p>Abstract and representational art reproductions</p>

	negative-positive, size), in their work and the works of others.			
<p>Standard 9 Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.</p>	<p>3.9.1 Identify differences between media and the visual characteristics of each medium (see below).</p> <p>3.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:</p>	<p>After drawing or painting a picture of an animal, students create a 3-D model in clay. The students discuss the differences and similarities between the different media and techniques used.</p>	<p>Checklist, observation, anecdotal record</p>	<p>Drawing and painting media, modeling or natural clay, glaze</p>
	<p>DRAWING: Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals Processes: contour line, rendering, sketching, value.</p>	<p>Using pencil and crayons or oil pastels, students create drawings of natural objects.</p>	<p>Checklist, rating scale, rubric</p>	<p>Various media</p>
	<p>PAINTING: Media: tempera, watercolor, watercolor crayons; variety of surfaces, brushes and paint applicators</p>	<p>After drawing a sea creature scene with heavy crayon lines, use a wash of paint to create an underwater effect through crayon resist.</p>	<p>Checklist, rating scale, rubric</p>	<p>Various media</p>

	<p>Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, watercolor techniques of sponging and salting</p> <p>PRINTMAKING: Media: found objects, printing ink, styrofoam, stencil Processes: collograph, relief, frottage (rubbing)</p> <p>CERAMICS: Media: modeling clay, clay substitutes, glazes, stains, paint Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques</p> <p>SCULPTURE/ARCHITECTURE/JEWELRY: Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, wire, foam Processes: carving, additive, subtractive, modeling, constructing</p> <p>FIBERS: Media: cloth,</p>	<p>Students make repeat patterns using stencils, changing colors and position to effect the rhythm and emphasis.</p> <p>Using the coil method, students make pottery in the style of Native American related their designs to those of the Indians who lived in Indiana</p> <p>Using cardboard and plastic containers and other found objects, students construct make-believe creatures.</p> <p>Using plastic needlepoint canvas and</p>	<p>Checklist, rating scale</p> <p>Checklist, rating scale</p> <p>Checklist, rating scale</p> <p>Checklist, rating</p>	<p>Various media</p> <p>Natural clay, paint or glaze</p> <p>Found objects</p> <p>Needlepoint</p>
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	<p>yarn, ribbon, found objects Processes: pulling threads, weaving, stitchery, tying and wrapping techniques</p> <p>MIXED MEDIA: Media: tissue, photos, fiber, foil, found objects, paint, paper Processes: collage, bas-relief</p> <p>NEW MEDIA: Media: computer, interactive computer programs, one use camera, film, video, digital camera, photography Processes: computer programs such as Artrageous, Open Eyes, KidPix, Hyper studio</p> <p>3.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.</p>	<p>heavy weight yarn, students explore several styles of stitches while creating a needlepoint image.</p> <p>Students use parts of photos and scrap paper to make a collage in the style of Romare Bearden</p> <p>Students develop computer skills by interacting with programs such as <u>Kid Pics</u>, <u>MS Paint</u>, <u>Super Goo</u>.</p> <p>Students follow classroom procedures for the use of tools and materials and cleanup.</p>	<p>scale</p> <p>Checklist, rating scale</p> <p>Checklist, rating scale</p> <p>Checklist</p>	<p>examples, samplers</p> <p>Old photos and magazines</p> <p>Computers and software</p> <p>Textbook safety pages, procedure boards</p>
<p>Standard 10 Students reflect on,</p>	<p>3.10.1 Demonstrate evidence of reflection,</p>	<p>Students use a checklist to verify they have completed all aspects of their</p>	<p>Checklist, rubric</p>	<p>Community circle</p>

<p>revise, and refine work using problem solving and critical thinking skills.</p>	<p>refinement, and care in completion of work.</p> <p>3.10.2 Identify and apply assessment criteria for studio work (craftsmanship, control of media, communication of ideas) and reflect on the evidence of those qualities in their work.</p> <p>3.10.3 Demonstrate respect for their work and the work of others.</p>	<p>work and a rubric to show they have considered the quality of that work .</p> <p>During a class critique students demonstrate they can apply assessment criteria and they show were they have considered this in their own work.</p> <p>Students show respect by the way they handle their work and that of others and by their comments.</p>	<p>Checklist, rubric, anecdotal record</p> <p>Anecdotal record</p>	<p>Community circle, peer editing</p>
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CAREERS AND COMMUNITY:

Students identify methods for connecting art skills, ideas, and processes to art related careers as well as other professions.

Students identify possibilities for support and involvement in the arts.

Rationale: Through exploring the visual arts, students creating career plans will be able to make informed choices based on their exploration of job opportunities, skill translation, and community needs. Students will see the significance of their responsibilities to the artistic heritage of their own community.

<p>Standard 11 Students recognize a variety of art-related professions and</p>	<p>3.11.1 Identify the roles of artists, docents, guards, and curators at museums and galleries.</p>	<p>Students list the jobs artists, docents, guards, and curators do.</p>	<p>Checklist, rating scale, short answer, anecdotal record</p>	<p>Community circle</p>
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careers in our society.				
Standard 12 Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.	3.12.1 Identify individual art experiences and how these affect daily life. 3.12.2 Visit local museums, exhibits, art performances, and experience visiting artists in the school.	Students make a list of all of the art related experiences they have each day and what role they play. On a walking field trip students examine a local art work. Students discuss the reasons for the work and the decisions that had to be made before it was put in place.	Checklist, oral essay, anecdotal record Checklist, oral essay, anecdotal record	Community circle Field trips
ACADEMIC STANDARDS	PROFICIENCY/ INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
<p>INTEGRATED STUDIES: Students will make connections between art and other disciplines. Rationale: By studying art in the context of multiple disciplines, students will realize the power of the arts to enhance learning across disciplines and the power of using the multiple sign systems of different disciplines to provide a unique understanding of the world.</p>				
Standard 13 Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, technology.	3.13.1 Identify and compare similar concepts or principles found in art and across disciplines (such as symmetry, pattern, or celebration).	Students look at photos of plants to find patterns such as symmetry or the Fibonacci series.	Checklist, rubric, short answer	Community circle, math posters

	3.13.2 Demonstrates the ability to create a work of art integrating concepts, subject matter, or the sign systems (such as words or numbers) of another discipline.	Students tie in science studies with scientific drawing learning to make cutaway drawings and close up detail drawings like those their science book.	Checklist, rubric	Textbooks, science posters
Standard 14 Students understand the integrative nature of art forms including dance, theater, music, visual art, and media art.	3.14.1 Identify and compare similar concepts or principles found in visual art and other art forms.	Students make a list of steps to create a picture using correct vocabulary. They then make a similar list for writing music and compare the lists.	Checklist, anecdotal record	Community circle
	3.14.2 Demonstrate ability to create an integrated work integrating concepts, processes, and sign systems (such as images, movement, sound, or words) of several art forms.	Using gesture drawings, students choreograph dance moves to match a short musical passage. Students then act out the moves in a simple interpretive dance.	Checklist, rubric	Music, dance movements from gym class