

# Grade 3 Art Overview

Content Area: **Art**  
Course(s): **ART-3**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

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As students gain more control in their art, they will learn to consider the use and function of an artwork, the ability to create texture and the role art serves both today and that which it served in the past. They will continue to learn that the study of art involves creating, looking at and responding to art. In grade three, the elements of Art (color, line, texture, shape and form) are reinforced through hands-on projects and other classroom experiences. As in the previous levels, emphasis is placed on aesthetics, production, art history, criticism, as well as visual sensitivity, creative problem solving and adherence to the *New Jersey Student Learning Standards for Visual and Performing Arts*. Students in grade three receive the equivalent of 60 minutes of art instruction a week throughout the school year.

East Brunswick Elementary Visual Arts Program is designed to fulfill the NJSL Standards/CPI's requirements. The program promotes visual literacy and creative thinking through studies in aesthetics, art history, and art criticism as well as through studio experience/production.

## PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics	S	8. Technology Literacy			

## Textbooks and other resources

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In order to fully implement the art program (curriculum) and to provide a broad, meaningful, safe, positive experience for every child, it is essential to provide a well-equipped art room including:

1. Storage facilities to accommodate materials, equipment, and student work

2. Computers and printers with appropriate software
3. Videocassette recorder, TV, slide projector and screen
4. Adequate materials and supplies
5. Paper cutter and pencil sharpeners
6. Sufficient space and ventilation
7. Appropriate furniture, i.e., chairs, stools, tables, etc. to accommodate students
8. Double sink
9. Kiln
10. Sufficient bulletin boards and chalkboards for demonstrating work and examples

## **Standards and Scope of Sequence**

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<b>Unit Description:</b>	Associate Achievec
Unit 1: Color <ul style="list-style-type: none"> <li>• Identify monochromatic color schemes</li> <li>• Create tints and shades</li> <li>• Differentiate between dark and light values</li> </ul>	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3

	1.4.5.B.1
	1.4.5.B.2
	1.4.5.B.3
	1.4.5.B.4
	1.4.5.B.5
	<i>3.1.1.H.2</i>
	<i>3.3.3.C.1</i>
	8.1.5.A.1
	8.1.5.E.1
	8.2.5.A.4
	<i>9.1.4.A.1</i>
	<i>9.1.4.A.3</i>
	<i>9.1.4.A.4</i>
	<i>9.1.4.B.1</i>
	<i>9.1.4.C.1</i>
	<i>9.1.4.D.1</i>
	<i>9.1.4.D.2</i>
	<i>9.1.4.D.3</i>
	<i>9.1.4.E.1</i>
	<i>9.1.4.E.2</i>
	<i>9.1.4.E.3</i>
	<i>9.1.4.F.1</i>
	<i>9.1.4.F.2</i>
	<i>9.1.4.F.3</i>
	<i>9.3.4.A.4</i>
Unit 2: Line/Shape	1.1.5.D.1
<ul style="list-style-type: none"> <li>• Identify varieties and qualities of lines</li> <li>• Create a pattern and texture through lines</li> <li>• Identify geometric and organic/amorphic shapes</li> </ul>	1.1.5.D.2
	1.2.5.A.1

- Identify basic geometric forms
- Manipulate form to create a sculpture

1.2.5.A.2

1.2.5.A.3

1.3.5.D.1

1.3.5.D.2

1.3.5.D.3

1.3.5.D.4

1.3.5.D.5

1.4.5.A.1

1.4.5.A.2

1.4.5.A.3

1.4.5.B.1

1.4.5.B.2

1.4.5.B.3

1.4.5.B.4

1.4.5.B.5

*4.2.3.A.3*

*4.2.3.A.5*

*3.1.1.H.1*

*3.3.3.C.1*

8.1.5.A.1

8.1.5.E.1

8.2.5.A.4

*9.1.4.A.1*

*9.1.4.A.3*

*9.1.4.A.4*

*9.1.4.B.1*

*9.1.4.C.1*

	9.1.4.D.1
	9.1.4.D.2
	9.1.4.D.3
	9.1.4.E.1
	9.1.4.E.2
	9.1.4.E.3
	9.1.4.F.1
	9.1.4.F.2
	9.1.4.F.3
	9.3.4.A.4
Unit 3: Composition	1.1.5.D.1
<ul style="list-style-type: none"> <li>• Identify positive and negative space</li> <li>• Create positive and negative space</li> <li>• Identify horizon line, background, middle-ground and foreground.</li> <li>• Observe that size and relationship can create depth in 2 dimensional art.</li> </ul>	1.1.5.D.2
	1.2.5.A.1
	1.2.5.A.2
	1.2.5.A.3
	1.3.5.D.1
	1.3.5.D.2
	1.3.5.D.3
	1.3.5.D.4
	1.3.5.D.5
	1.4.5.A.1
	1.4.5.A.2
	1.4.5.A.3
	1.4.5.B.1
	1.4.5.B.2
	1.4.5.B.3
	1.4.5.B.4
	1.4.5.B.5

	<p>3.3.3.C.1</p> <p>8.1.5.A.1</p> <p>8.1.5.E.1</p> <p>8.2.5.A.4</p> <p>9.1.4.A.1</p> <p>9.1.4.A.3</p> <p>9.1.4.A.4</p> <p>9.1.4.B.1</p> <p>9.1.4.C.1</p> <p>9.1.4.D.1</p> <p>9.1.4.D.2</p> <p>9.1.4.D.3</p> <p>9.1.4.E.1</p> <p>9.1.4.E.2</p> <p>9.1.4.E.3</p> <p>9.1.4.F.1</p> <p>9.1.4.F.2</p> <p>9.1.4.F.3</p> <p>9.3.4.A.4</p>
<p>Unit 4 Pattern/Texture</p> <ul style="list-style-type: none"> <li>• Create pattern and texture through lines</li> <li>• Identify/locate, describe and use texture in environment</li> <li>• Apply knowledge to create visual texture and describe that a pattern is the repetition of shape, line, or color</li> </ul>	<p>1.1.5.D.1</p> <p>1.1.5.D.2</p> <p>1.2.5.A.1</p> <p>1.2.5.A.2</p> <p>1.2.5.A.3</p> <p>1.3.5.D.1</p> <p>1.3.5.D.2</p> <p>1.3.5.D.3</p> <p>1.3.5.D.4</p>

1.3.5.D.5

1.4.5.A.1

1.4.5.A.2

1.4.5.A.3

1.4.5.B.1

1.4.5.B.2

1.4.5.B.3

1.4.5.B.4

1.4.5.B.5

*4.2.3.A.5*

*3.1.1.H.1*

*3.3.3.C.1*

8.1.5.A.1

8.1.5.E.1

8.2.5.A.4

*9.1.4.A.1*

*9.1.4.A.3*

*9.1.4.A.4*

*9.1.4.B.1*

*9.1.4.C.1*

*9.1.4.D.1*

*9.1.4.D.2*

*9.1.4.D.3*

*9.1.4.E.1*

*9.1.4.E.2*

*9.1.4.E.3*

*9.1.4.F.1*

	9.1.4.F.2
	9.1.4.F.3
	9.3.4.A.4
Unit 5: Balance/Emphasis	1.1.5.D.1
<ul style="list-style-type: none"> <li>• Identify and create positive and negative space</li> <li>• Perceive differences in sizes in relationship to depth</li> <li>• Identify that balance can asymmetrical</li> <li>• Understand that value can create contrast</li> <li>• Locate a center of interest in an artwork</li> </ul>	1.1.5.D.2
	1.2.5.A.1
	1.2.5.A.2
	1.2.5.A.3
	1.3.5.D.1
	1.3.5.D.2
	1.3.5.D.3
	1.3.5.D.4
	1.3.5.D.5
	1.4.5.A.1
	1.4.5.A.2
	1.4.5.A.3
	1.4.5.B.1
	1.4.5.B.2
	1.4.5.B.3
	1.4.5.B.4
	1.4.5.B.5
	3.1.1.H.1
	3.1.1.H.2
	3.3.3.C.1
	8.1.5.A.1
	8.1.5.E.1
	8.2.5.A.4
	9.1.4.A.1



	9.1.4.A.3
	9.1.4.A.4
	9.1.4.B.1
	9.1.4.C.1
	9.1.4.D.1
	9.1.4.D.2
	9.1.4.D.3
	9.1.4.E.1
	9.1.4.E.2
	9.1.4.E.3
	9.1.4.F.1
	9.1.4.F.2
	9.1.4.F.3
	9.3.4.A.4
Unit 6: Rhythm/Movement	1.1.5.D.1
<ul style="list-style-type: none"> <li>Explore the importance of unity and harmony and describe how rhythm and movement are elements of compositions</li> </ul>	1.1.5.D.2
	1.2.5.A.1
	1.2.5.A.2
	1.2.5.A.3
	1.3.5.D.1
	1.3.5.D.2
	1.3.5.D.3
	1.3.5.D.4
	1.3.5.D.5
	1.4.5.A.1
	1.4.5.A.2
	1.4.5.A.3
	1.4.5.B.1

	1.4.5.B.2
	1.4.5.B.3
	1.4.5.B.4
	1.4.5.B.5
	3.3.3.C.1
	8.1.5.A.1
	8.1.5.E.1
	8.2.5.A.4
	9.1.4.A.1
	9.1.4.A.3
	9.1.4.A.4
	9.1.4.B.1
	9.1.4.C.1
	9.1.4.D.1
	9.1.4.D.2
	9.1.4.D.3
	9.1.4.E.1
	9.1.4.E.2
	9.1.4.E.3
	9.1.4.F.1
	9.1.4.F.2
	9.1.4.F.3
	9.3.4.A.4

VPA.1.1.5.A.1

Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.

VPA.1.1.5.D.1

Identify elements of art and principles of design that are evident in everyday life.

VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

## **Grading and Evaluation Guidelines**

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### **GRADING PROCEDURES**

## COURSE EVALUATION

In Elementary Art, Grade Three the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (S or better) relative to the NJCCCS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

East Brunswick Elementary Visual Arts Program is designed to fulfill the NJCCCS Standards/CPI's requirements. The program promotes visual literacy and creative thinking through studies in aesthetics, art history, and art criticism as well as through studio experience/production.

### Other Details

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#### #4283 Elementary Grade 3 Art (All Elementary Schools)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
700	AE	A	F	3	5.00	60	R	4/21/1986