Unit 2: Beyond the Basics - Grade 3

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Marking Period 3**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students will go beyond the basics and will push themselves to create more complicated works of art. Students will create both two and three-dimensional works of art in varying mediums such as: collage, plaster, cardboard, ceramics and murals. Students will need to rely on the skills they have acquired in Unit 1 and apply them to self-directed lessons both individually and collaboratively. They will be given more artistic license in their work but will also be expected to discuss and defend their artwork through artists statements and critique.

Standards

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.1.1.5.D.CS1	Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
VPA.1.1.5.D.CS2	The elements of art and principles of design are universal.
VPA.1.2.5	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.2.5.A.CS3	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
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.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.CS1	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
VPA.1.3.5.D.CS2	Contextual clues to culturally specific thematic content, symbolism, compositional

	approach, and stylistic nuance are prevalent in works of art throughout the ages.
VPA.1.3.5.D.CS3	Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.
VPA.1.3.5.D.CS4	The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
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.4	Define technical proficiency, using the elements of the arts and principles of design.

Essential Questions

- Does the scale of an artwork affect its meaning?
- What does it mean to collaborate?
- What does it mean to critique someone's artwork?
- What is an artistic medium?
- What is an artistic vision?
- What is the difference between criticism and constructive criticism?
- Why is it important for artists to collaborate with other artists?

Application of Knowledge: Students will know that...

- artists are influenced by the world around them when creating art.
- artists make both conscious and unconscious choices when making art.
- artists must be open to feedback about their artwork.
- artists rely on other artists for ideas and support.
- not all art is flat.
- there are endless ways to approach the same problem.
- there is a difference between criticizing and critiquing.

Application of Skills: Students will be able to...

- create a simple clay sculpture.
- create an armature of a sculpture.
- create an artist statement.
- create an artistic proposal.
- give and receive feedback in a positive way.
- identify the seven elements of art in an artwork.
- work collaboratively with their peers on a work of art.

Assessments

- Checklists
- Student graded rubric
- Teacher graded rubric
- One-on-one critique
- Whole class critique

Suggested Activities

- Creating a sculpture of out of paper-mache clay - Students will pick an animal and will create an armature out of newspaper and masking tape. Students will cover the armature with paper-mache. Students will paint the sculpture to look like their animal.

- Creating a sculpture out of stoneware clay - Students will learn different clay building techniques. Students will create a pinch pot. Students will then turn their pinch pot into something by attaching other clay elements to it.

- Creating a large scale, collaborative sculpture out of cardboard - Students will work together to create a large sculpture out of cardboard of their choosing.

- Painting a collaborative mural on paper - Students will work together to paint a mural of their choosing.

- Recycled art - Students will work together to create a marble roller coaster out of recycled everyday objects.

- Creating a buddy bench for the playground - Students can design and paint a bench to be installed on the playground for students who are looking for a friend to sit.

- Painting schoolyard games onto blacktop - Students can paint games onto the blacktop such as hopscotch and foursquare.

Activities to Differentiate Instruction

Differentiation for special education:

General modifications may include:

- Modifications & accommodations as listed in the student's IEP
- Assign a peer to help keep student on task
- Modified or reduced assignments
- Reduce length of assignment for different mode of delivery
- Increase one-to-one time
- Working contract between you and student at risk
- Prioritize tasks
- Think in concrete terms and provide hands-on-tasks
- Position student near helping peer or have quick access to teacher
- Anticipate where needs will be
- Break tests down in smaller increments
- Content specific modifications may include:
- Adaptive scissors
- Eliminate incorrect colors from palette when painting
- Pre-mix paint to create correct colors
- Hand-over-hand support when demonstrating a specific technique

Differentiation for ELL's:

- General modifications may include:
- Strategy groups
- Teacher conferences
- Graphic organizers
- Modification plan
- Collaboration with ELL Teacher

Content specific vocabulary important for ELL students to understand include:

- The seven elements of art: texture, value, form, color, line, space, shape.
- Tint
- Shade
- Warm colors, cool colors
- Paint
- Draw
- Cut
- Glue

Differentiation to extend learning for gifted students may include:

- Asking critical thinking questions to expand upon learning
- Giving student a writing prompt once complete to allow them to express their creative process
- Modeling advanced techniques to push student's abilities

Integrated/Cross-Disciplinary Instruction

ELA - Students will be asked to create artist statements to describe the work they have created.

Math - Students will use math concepts such as: measuring, proportions, scale and geometry.

Social skills - Students will learn how to have a constructive dialogue with their peers while discussing their artwork. Students will give feedback in a positive way.

Social Studies - Students will learn about art from all parts of the world. They will discuss different cultural impacts in art.

Resources

- www.deepspacesparkle.com - curriculum guides and lesson ideas
- www.theartofeducation.com - continuing ed and lesson ideas
- http://artcuratorforkids.com - incorporating art history
- http://artsedge.kennedy-center.org/educators/how-to/tipsheets/self-assessment.aspx - teaching self-assessment to students
- http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy - art critique made easy

21st Century Skills

PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.E.1	Determine factors that influence consumer decisions related to money.
PFL.9.1.4.G.1	Describe how valuable items might be damaged or lost and ways to protect them.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.