

Art Grade 3:

Aesthetics, Imagination and Creativity, Basic Art Skills, Critique, Themes/History/Culture

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
- 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Rationale and Transfer Goals:

In this grade students will continue to refine their understanding of art applied in context. They will evaluate art as informed critics and will create art with principles of good visual representations in mind.

Enduring Understandings:

Students will understand that...

- Artists of different cultures express meanings and ideas in different ways.
- The visual language of art is a means by which an individual or group expresses their world, ideas, and emotions.
- Art elements and principles of design organize ideas.
- Tools, techniques, and materials influence the ways artists express their ideas.
- Artwork is evaluated using a set of criteria.
- Art knowledge guides an individual to an artistic interpretation.
- Art movements can be created by an individual or a group.

Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

- What are some different ways artists express their vision?
- How do the elements help create a better visual image?

- How does art created by an individual differ from that created by a group?
- How do we use art elements and principles of design to organize ideas?
- How do artists choose tools, techniques, and materials to express their ideas?
- How does studying art help you view art?
- How do you judge artwork?
- How does a new form of art come about?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
<ul style="list-style-type: none"> •The characteristics of media art available for use in art making are varied with their own appropriate vocabulary and stylistic approach. •Understanding the function and purpose of media art's various tools assists with the appreciation 	<p>MA:Cr3.1.3.a - Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.</p> <p>MA:Cr1.1.3.a - Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.</p>	<ul style="list-style-type: none"> •Introduce examples of media art that reflect an individual's or group's world and explanation of media's formats. •Introduce examples of media art that reflect an individual's or group's world and the characteristics of the work. 	<ul style="list-style-type: none"> •Have students create a work of media art that utilizes the tools and techniques of media format. •Have students create a work of art that expresses their personal ideas that utilize media art techniques.

<p>of how art and design improve quality of living.</p> <ul style="list-style-type: none"> •Formalism in dance, music, theater, and the visual arts varies according to personal, cultural, and historical contexts. •The elements of art and principles of design can be used in an infinite variety as personal responses to creative problems. <i>(e.g., line, color, shape, form, texture, and space), (e.g., balance, proportion, rhythm, emphasis, and unity)</i> •Each of the categories/genres of art has an appropriate vocabulary and stylistic approach to art making. <i>(e.g., realism, surrealism, abstraction, nonobjective, and conceptual art)</i> 	<p>1.2.5B(4).1 Create cohesive visual statements, individually and collaboratively, that employ the elements of art and utilize the principles of design in two and three-dimensional works of art. <i>(e.g., balance, proportion, rhythm, emphasis, and unity)</i></p> <ul style="list-style-type: none"> •1.2.5B(4).3 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties. •1.2.5B(4).4 Experiment with various formats, mediums, and materials to create different works of art. 	<ul style="list-style-type: none"> •Ask the essential questions. •Introduce examples of personal identifiers. •Explanation and discussion. •Ask the essential questions. •Introduce examples of art that reflect an individual's or group's world, ideas, and emotions. •Explanation and discussion. 	<ul style="list-style-type: none"> •Informal assessment of personal identifiers. •Students will create a work of art expressing their personal culture. •Have students create a work of art that expresses an individual's or group's world, ideas, and emotions. •Informal assessment identifying personal connections in artwork. •Have students create a work of art that utilizes the elements of art (focusing on organizational skills related to the composition) and continues the exploration of the principles of design using a
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<ul style="list-style-type: none"> •The characteristics and physical properties of the various materials available for use in art making are infinite in their variety and potential application. •Understanding of the function and purpose of art elements and design principles assists with the appreciation with how art and design enhance functionality and improve quality of living. •The elements of art and principles of design are universal in nature. •Identifying criteria for evaluating performances results in deeper understanding of art and art making. 	<ul style="list-style-type: none"> •1.3.5A(4).1 Identify the elements of art and principles of design that are evident in everyday life. •1.3.5A(4).2 Compare and contrast works of art in various mediums that utilize the same art elements and principles of design. •1.4.5C.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria. •1.5.5C.3 Determine the impact of significant contributions of individual artists from diverse cultures throughout history. 		<p>wide variety of materials and techniques to express their ideas.</p> <ul style="list-style-type: none"> •Have students participate in a group critique using a set of criteria that enables them to develop an artistic interpretation.
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<ul style="list-style-type: none"> •Artists and audiences can and do disagree about the relative merits of artwork. •It is important to consider the context for the creation and performance of works of dance, music, theater, and visual art when assessing the arts. <i>(e.g., Who is the creator? What purpose does the artwork serve? Who is the intended audience?)</i> •Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. 			
Spiraling for Mastery			
Content or Skill for this Unit	Spiral Focus from Previous Unit		Instructional Activity
<ul style="list-style-type: none"> •Demonstrate/model techniques related to individual projects. 	An age-appropriate lesson varied but not limited to 2 dimensional art. Art media might include clay, printmaking, collage, painting, drawing, technology, sculpture. Focus on		

<ul style="list-style-type: none"> •Create performance task (e.g., coat of arms). •Display and discuss performance task. •Explanation and discussion (compare and contrast, assess the application of the elements of art and principles of design, and difference of opinions towards art). •Students will create a work of art inspired by an art movement. 	<p>the nature of beauty, the nature and value of art, and the inquiry process and human responses associated with those topics. Identify and examine separate parts as the function independently and together in creative works and studies of the visual arts. Analyzing and determining the nature and quality of achievement through means and appropriate to the subject. Considering a set of interrelated conditions in the visual arts that define specific cultures and eras. Produce works of visual art using materials, techniques, processes, elements, and analysis-, generate unique, complex, or elaborate ideas. Express elements evoking affects or verbal form. Express underlying characteristics in the visual art, such as repetition, balance, emphasis, contrast, and unity. Participate in complex operation involving a number of methods or techniques such as the addition and subtraction processes in sculpture. Organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art. Apply techniques, specific methods, or approaches used in larger process, for example, gradation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color. Solve specific challenges based in thinking about and using visual arts components.</p>	<ul style="list-style-type: none"> •Demonstrate/model techniques related to individual projects. •Create performance task. •Display and discuss performance task.
<p>Key resources: What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?</p>		

- Pinch Pot Creatures or other clay lessons
- Printmaking (based on Andy Warhol)
- App designing
- “Different is Good” based on *The Sneetches* or other books
- Landscapes: Winter, pumpkins, Fall, Spring
- Weaving (yarn, fabric, etc.)
- Environmental Awareness lessons
- Collaged pictures, Matisse-style images
- Op Art
- Lessons based on literature such as *Alice in Wonderland* and *Wizard of Oz*.

<http://www.incredibleart.org/>

<http://www.deepspacesparkle.com/>

<https://www.theartofed.com/>

<https://www.artsonia.com/>

<http://www.crayola.com/>

<http://www.metmuseum.org/>

<http://www.philamuseum.org/>

Interdisciplinary Connections

ELA: RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story

Math: 3.G A. Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.