

Art Grade 3: Aesthetics, Imagination and Creativity, Basic Art Skills, Critique, Themes/History/Culture

Content Area: **Art**
Course(s): **Art Grade 3**
Time Period: **Full Year**
Length: **180**
Status: **Published**

NJSLS Visual & Performing Arts

VA.3-5.1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
VA.3-5.1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
VA.3-5.1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
VA.3-5.1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
VA.3-5.1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
VA.3-5.1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
VA.3-5.1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
VA.3-5.1.5.5.Pr5a	Prepare and present artwork safely and effectively.
VA.3-5.1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
VA.3-5.1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
VA.3-5.1.5.5.Re7b	Analyze visual arts including cultural associations.
VA.3-5.1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
VA.3-5.1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
VA.3-5.1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
VA.3-5.1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
VA.3-5.1.5.5.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

- 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 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 - What will students know?

- 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. (e.g., line, color, shape, form, texture, and space), (e.g., balance, proportion, rhythm, emphasis, and unity)
- Each of the categories/genres of art has an appropriate vocabulary and stylistic approach to art making. (e.g., realism, surrealism, abstraction, nonobjective, and conceptual art)
- 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.
- 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. (e.g., Who is the creator? What purpose does the artwork serve? Who is the intended audience?)

- Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Skills - What will students be able to do?

- 1.1.5C.2 Make informed aesthetic responses to artwork in response to structural arrangement, personal, cultural, and historical points of view.
- 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. (e.g., balance, proportion, rhythm, emphasis, and unity)
- 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.
- 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 dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5C.5 Distinguish ways individuals have different opinions regarding relative merits and effectiveness of artistic choices in the creation and performance of the visual and performing arts.
- 1.5.5C.3 Determine the impact of significant contributions of individual artists from diverse cultures throughout history.

Activities - How we teach content and skills.

- Ask the essential questions.
- Introduce examples of personal identifiers.
- Explanation and discussion.
- Introduce examples of art that reflect an individual's or group's world, ideas, and emotions.

Assessments - How we know students have learned.

- 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 wide variety of materials and techniques to express their ideas.

- Have students participate in a group critique using a set of criteria that enables them to develop an artistic interpretation.

Spiraling for Mastery

<p>Demonstrate/model techniques related to individual projects.</p> <p>Create performance task (e.g., coat of arms).</p> <p>Display and discuss performance task.</p> <p>Explanation and discussion (compare and contrast, assess the application of the elements of art and principles of design, and difference of opinions towards art).</p> <p>Students will create a work of art inspired by an art movement.</p>	<p>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 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 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 operations 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</p>	<p>Demonstrate/model techniques related to individual projects.</p> <p>Create a performance task.</p> <p>Display and discuss performance tasks.</p>

	of art. Apply techniques, specific methods, or approaches used in larger processes, 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.	
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Career Awareness, Exploration, Preparation, and Training

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

21st Century Skills

TECH.9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
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Interdisciplinary Connections

LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
MA.3.G.A.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.