

# **Grade 3 Art Curriculum Maps**

**Unit of Study: Form/Shape**

**Unit of Study: Color**

**Unit of Study: Space/Color/Line**

**Unit of Study: Line/Space/Color**

**Unit of Study: Space/Shape**

<b>Grade: 3</b> <b>Subject: Art</b>	<b>Unit of Study: Form/Shape</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• SWBAT create slab with clay</li> <li>• SWBAT create a bird with combined shapes</li> <li>• SWBAT attach pieces of clay together</li> <li>• SWBAT glaze bisque independently</li> <li>• SWBAT independently create and identify a 3D form</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Introduce slab technique Introduce techniques to cut and attach pieces</li> <li>• Introduce/Review glazing techniques</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What is a form? How is 3D different from 2D?</li> <li>• What is slab and how is it created?</li> <li>• How is glaze different from paint and how is it used?</li> <li>• How is clay attached correctly when using slab?</li> <li>• What is bisque?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Form/Shape</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</li> <li>• 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul>

	<p>genres.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> <li>• 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).</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• White clay</li> <li>• Colored glaze</li> <li>• Feathers</li> <li>• Wire</li> <li>• Ribbon</li> </ul>
<p><b>Notes</b></p>	

<b>Grade: 3</b> <b>Subject: Art</b>	<b>Unit of Study: Color</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• SWBA T independently create a realistic self portrait</li> <li>• SWBAT utilize and identify the principle of proportion</li> <li>• SWBAT identify and use warm/cool families in relation to emotion.</li> <li>• SWBAT distinguish between Realistic and Abstract art</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Review characteristics of Warm and Cool color families</li> <li>• Review steps to create a realistic self portrait</li> <li>• Review artists Paul Klee and Pablo Picasso</li> <li>• Discuss properties of Realistic and Abstract art</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What are the steps to create a realistic self-portrait?</li> <li>• What are the Warm/Cool colors and how do they make you feel?</li> <li>• What is the difference between Abstract and Realistic Art?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Color</li> <li>• Portrait</li> <li>• Realistic/ Abstract</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</li> <li>• 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> <li>• 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).</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• Watercolor Paper</li> <li>• Pencils/Sharpies</li> <li>• Tempera Paint</li> </ul>
<b>Notes</b>	

<b>Grade: 3</b> <b>Subject: Art</b>	<b>Unit of Study: Space/Color/Line</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• SWBAT identify characteristics of Impressionism and artist Claude Monet</li> <li>• SWBAT use blending techniques to create a bridge in the style of Claude Monet</li> <li>• SWBAT create a landscape using depth and color</li> <li>• SWBAT identify Impressionism as a major art movement in art history</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Introduce Impressionism and artist Claude Monet (techniques used, historical importance, geography.)</li> <li>• Discuss use of color and brushstrokes to represent space and reflection.</li> <li>• Introduce techniques for blending pastels in the Impressionist style.</li> <li>• Discuss use of line in Impressionistic landscape</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Who was Claude Monet?</li> <li>• What are the characteristics of Impressionism?</li> <li>• Where did Impressionism originate?</li> <li>• What parts of a landscape create depth?</li> <li>• How are chalk pastels used effectively?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Space/Color/Line</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</li> <li>• 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art,</li> </ul>

	<p>conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> <li>• 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).</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• White paper</li> <li>• Colored Chalk</li> <li>• Works by Claude Monet</li> </ul>
<p><b>Notes</b></p>	

<b>Grade: 3</b> <b>Subject: Art</b>	<b>Unit of Study: Line/Shape/Color</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• SWBAT identify Oaxacan culture and artwork.</li> <li>• SWBAT create a Oaxacan turtle using pattern</li> <li>• SWBAT identify various color/shape/line patterns to apply with tempera paint.</li> <li>• SWBAT independently use clay rolling and pinching techniques.</li> <li>• SWBAT use color, line and shape to create pattern</li> <li>• SWBAT identify and use balance and proportion</li> <li>• SWBAT draw a realistic turtle image</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Introduce Oaxacan culture, artwork and history of Oaxacan animals and their importance in Mexican culture.</li> <li>• Introduce techniques for creating turtles including pattern techniques, drawing and painting techniques</li> <li>• Discuss painting techniques and pattern ideas. Review principles of balance and proportion</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Where is Oaxaca?</li> <li>• Why did people create these animals and what were they made of?</li> <li>• What elements of art can create a pattern?</li> <li>• How is Form different from shape?</li> <li>• What are the characteristics of Oaxacan Animals?</li> <li>• How is a realistic turtle created using shape?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Line/Color/Shape</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</li> <li>• 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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,</li> </ul>



	<p>impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> <li>• 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).</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• White paper/Black Paper</li> <li>• Tempera Paint/Brushes</li> <li>• Examples of Oaxacan Animals</li> </ul>
<p><b>Notes</b></p>	

<b>Grade: 3</b> <b>Subject: Art</b>	<b>Unit of Study: Space/Shape</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• SWBA T identify &amp; discuss planets &amp; characteristics</li> <li>• SWBAT repeat Geometric shapes in a composition</li> <li>• SWBAT correctly draw planets and review contrast</li> <li>• SWBA T use chalk and oil pastel techniques</li> <li>• SWBA T identify &amp; use space/size &amp; proportion in a composition</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Review properties/techniques of repeated shapes in space</li> <li>• Review the creation of Geometric shape</li> <li>• Identify and review characteristics of planets/sizes</li> <li>• Review proportion and balance</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What are the characteristics of the planets?</li> <li>• What are coloring techniques to add contrast?</li> <li>• What are drawing techniques to use space correctly?</li> <li>• Why are contrast and balance important?</li> <li>• What are the correct ways to use pastels?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Space/Shape</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</li> <li>• 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul>

	<p>genres.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> <li>• 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).</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• Black paper</li> <li>• Oil Pastels, Chalk Pastels</li> <li>• Examples of the Planets</li> </ul>
<p><b>Notes</b></p>	