

ART

LENGTH OF TIME: one year, thirty 55 minute periods

GRADE LEVEL: 3rd

COURSE STANDARDS:

Students will:

1. Understand color theory by mixing colors to demonstrate an understanding and its interpretation. **NVAS1, 9.1.3.A.C.H**
2. Explore the concepts between art and science through nature lessons using objects found in nature. **NVAS3, 9.1.3.A-C.H.J, 9.3.3.B**
3. Explore ancient cultures and ideas in order to create a modern day object that was derived from this civilization such as medals, medallions, beads, trophies, hand-made books, found object sculptures or money. **NVAS2, 9.1.3.A-C.H.J, 9.2.3.A.K, 9.3.3.B** and **NVAS4, 9.1.3.A-C.H, 9.2.3.A-L, 9.3.3.B-D.F, 9.4.3.B-D**
4. Explore and discover the Native American Indian Fiber arts through learning the characteristics (loom, shuttle, weft, warp) and techniques of weaving. **NVAS4, 9.1.3.A-C.H, 9.2.3.A-L, 9.3.3.B-D.F, 9.4.3.B-D**
5. Study how the artists of the impressionism, post impressionism and/or contemporary time periods create human forms and portraits through drawing, paintings and/or murals of heroes and famous people. **NVAS1, 9.1.3.A-C.H.J, 9.2.3.A.K.L, 9.3.3.B.D**
6. Demonstrate an understanding of landscapes and silhouettes. **NVAS3, 9.1.3.A-C.H.J, 9.3.3.B**
7. Demonstrate how to interpret a 3 dimensional still life into a 2 dimensional collage. **NVAS3, 9.2.3.A, 9.3.3.B-D, 9.4.C.D**
8. Respond to their own artwork, plus that of their classmates and artists from other times and the present. **NVAS5, 9.3**

RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
 - A. Elements and principles in each Art Form
 - B. Demonstration of Dance, Music, Theatre and Visual Arts
 - C. Vocabulary Within each Art Form
 - H. Safety Issues in the Arts
 - J. Technologies in the Arts
- 9.2 Historical and Cultural Contexts
 - A. Context of Works in the Arts
 - B. Chronology of Works in the Arts
 - C. Styles and Genre in the Arts
 - D. Historical and Cultural Perspectives
 - E. Historical and Cultural Impact on Works in the Arts
 - F. Vocabulary for Historical and Cultural Context
 - G. Geographic regions in the arts
 - H. Pennsylvania artists

- I. Philosophical context of works in the arts
 - J. Historical differences of works in the arts
 - K. Traditions within works in the arts
 - L. Common themes in works in the arts
- 9.3 Critical Response
- A. Critical Processes
 - B. Criteria
 - C. Classifications
 - D. Vocabulary for Criticism
 - F. Comparisons
 - G. Critics in the Arts
- 9.4 Aesthetic Response
- B. Aesthetic Interpretation
 - C. Environmental Influences
 - D. Artistic Choices

NATIONAL VISUAL ARTS STANDARDS

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Demonstrating their ability to identify color and color families; beginning to experiment with color mixing. (Course Standard 1)
2. Recognizing and using in art projects: symmetry, line, shape, pattern, and repetition. (Course Standard 1-9)
3. Creating projects which represent objects from the natural world, illustrating knowledge of the basic art elements. (Course Standard 2)
4. Showing an understanding of the contributions to our world by artists throughout time. (Course Standards 3-6)
5. Experimenting with and showing skill in handling craft materials (such as fibers, clay and the like). (Course Standard 3-8)
6. Creating a painting or human form (portrait, full body) using proper proportion and placement of features; analyzing the way a body bends and moves and drawing stick figures to represent various actions. (Course Standard 5)
7. Creating a collage which demonstrates knowledge of landscape and a silhouette shadows. (Course Standard 6)
8. Creating a scene using geometric shapes (square, triangle, circle) to represent the still life objects; recognizing and using the device of overlapping and size change to show objects diminishing into the distance. (Course Standard 7)

9. Discussing artwork of self and other students and artists. (Course Standard 8)

DESCRIPTION OF COURSE:

The course will begin with art room procedures and classroom rules plus a review of drawing and introduction to first project. Color experiments will identify and work with warm (hot), cool (cold) and neutral color families. Primary and secondary color families will also be introduced at their level. Other art elements will be presented, such as line, shape, and texture. Students will experiment with design principles such as symmetry, overlapping, and showing distance/perspective. The human body, both portrait and whole body, will be expressed in realistic (portraits) and also expressive manner (gesture drawing). Art from the Mexican culture will be a focus as well as art from the Native American Indians. Students will discover artists, techniques and styles from various time periods. This course will also demonstrate ways to incorporate nature, found objects and/or recycled materials into a work of art.

TITLES OF UNITS:

Classroom procedures and introduction to lesson one (below)	1 period
1. Landscapes	1 period
2. Nature Study	3 periods
3. Honoring our loved ones	3 periods
4. Clay Sculpture	2 periods
5. 3D found object sculpture	5 periods
6. Portraits, Human Figures	6 periods
7. Weaving my identity	9 periods

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Student experimentation and exploration, individually and/or in groups
2. Peer instruction
3. Individual research
4. Teacher demonstration
5. Audio visual resources for idea stimulation/motivation and/or technique explanation

MATERIALS:

1. Books, reproductions, videos, worksheets, power point presentations
2. Paper, pencils, erasers, markers, brushes, tempera paints, poster board, watercolor paints, crayons, colored pencils, scissors
3. Clay, glue, masking tape, yarn, fabric, inks, beads, yarn needles, sm. scrap wood, cardboard scraps (shoe boxes)

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Cooperative groups
2. Peer helpers
3. Extra teacher assistance as needed
4. Reworking of an alternative task and/or extra credit individualized projects
5. Use of print and electronic media
6. Use of computer software

7. Use of audio and video tapes to augment lessons

PORTFOLIO DEVELOPMENT:

Periodically throughout the year, classroom teachers will be notified that artwork should be kept to be considered for addition to the student's portfolio. At the end of the year, each child will select at least one piece of artwork to be included in the district art show.

METHODS OF EVALUATION:

1. Two and three dimensional projects demonstrating an understanding of the unit and an ability to handle the art materials
2. Self-evaluation of student's own work, written and/or oral
3. Peer evaluation, small groups and whole class
4. Teacher evaluation of student work

INTEGRATED ACTIVITIES:

1. Concepts
 - understand element and principles of design such as:
 - color (warm, cool, neutral; primary, secondary)
 - line (straight, curved, angle)
 - shape (circle, oval, ellipse, square, rectangle, triangle)
 - understand media and process, such as:
 - methods and materials for drawing
 - methods and materials for painting
 - methods and materials for working with fibers, clay, & found objects
 - make connections among recurring motifs in art history
 - place various art forms and artists in an art historical context
 - appreciate each individual's place in a diverse world
2. Communication
 - exchange information about works of art
 - produce artwork for a variety of purposes (story-telling, personal narrative, poetics, response to nature, aesthetic pleasure)
 - describe meaning of work of art (one's own or others)
3. Thinking/Problem Solving
 - analyze and make critical judgments about artwork
 - evaluate and respond critically to works of art
 - solve problems using appropriate tools, materials, technology, etc.
 - show relationships between culture, historical period, and artwork produced during that time
4. Application of Knowledge
 - use and master a variety of materials, tools, and art processes
 - student artwork exhibits learned skills
 - artwork will display the historical and multi-cultural content of the units studied

5. Interpersonal Skills

- work cooperatively
- solve problems in groups
- students help other students (peer tutoring)
- communicate appropriately with teachers and others