

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Art

Curriculum Writing Committee:

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Grade Level: 3

Date of Board Approval: ____2024____

Course Weighting: Art K-5

Projects (3 - 4 per Marking Period)	80%
Class Participation (Weekly)	20%
Total	100%

Curriculum Map

Overview:

This course is designed to provide an enriching, purposeful, and meaningful educational art experience for Delaware Valley elementary students. The students will integrate ideas from cultural, historical, and environmental experiences during the creative process. Students will be taught the foundational skills of the principles and elements of design as a universal language amongst cultures and artists. Students will develop and refine skills and techniques as appropriate to the individual. Participation in the Delaware Valley School District elementary art program will provide the students with a foundation of learning that will support future endeavors. Through this course it will provide the creative spark and foundational blocks that will engage and motivate the students into later professions, such as architecture, illustration, advertisement, professional artist, science, technology, engineering, and so forth.

Time/Credit for the Course: 1 hour per week, 180 Days

Big Ideas:

1. Artists use tools and resources as well as their own experiences and skills to create art.
2. The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
3. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.
4. The arts provide a medium to understand and exchange ideas.

THIRD GRADE

Understanding of:

- Informational Writing: Use of a journal or other recording processes - *Introductory*
- Tone to suggest depth in drawing
- Foreground and background in a landscape through the use of size, to represent distance
- Highlights and shadow to create dimension when drawing objects
- Watercolor resist
- Pattern

- Tone and value in representational objects
- Expressive qualities of color
- Understand and mix secondary colors
- Paint as embellishment
- Color Wheel- identify and locate primary, secondary, cool, and warm colors
- Clay slab vessel
- Roll a slab of clay to a consistent thickness
- Use clay knives to cut a form neatly and carefully
- Clay joining with slip and scoring techniques
- Decorate clay forms using incised or impressed designs
- Paper sculpture techniques to create 3-dimensional forms
- Weaving with mixed materials
- Complex origami forms
- Collage to represent a 2-dimensional object
- Bookmaking with a decorative cover and simple binding
- Collagraph (printing plate from found objects) or a foam plate
- Apply ink with a brayer using consistent pressure
- Printing in a series and label

Unit: 3rd Grade Drawing

Time/Days: 8 sessions +/-

Standards: PA Academic Standards, PACS English/Language Arts

9.1.5.A ; 9.1.5.B; 9.1.5.C; 9.1.3.E; 9.2.3.A; 9.2.3.D; 9.2.3.F; 9.3.3.A; 9.3.3.B;
9.4.3.B CC.1.2.2.J

Anchors:

E03.C.1.1, E03.A-K.1, M03.C-G.1.1, M03.D-M.1.2.3

Eligible Content:

Depth, foreground, middleground, background, and horizon line

Objectives:

1. Students will produce tonal variation to suggest depth. (DOK 1)
2. Students will begin to use highlights and shadows on an introductory level. (DOK 2)
3. Students will formulate a design including a foreground, middleground, background, and horizon line. (DOK 3)
4. Students will critique their own artwork as well as others. (DOK Level 4)
4. Students will create representational drawings using various media and design principles. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Begin to use highlights and shadows to enhance a drawing
 - Preliminary drawings for paintings and mixed media projects
 - Make value scales
 - Suggested: Still-life with two or three overlapping objects
 - Figure drawing with cast shadows
 - Portraits
 - Landscapes with foreground, middleground, background
2. Collaborate on reflection
 - Working in small groups, round robin critique with post it note
 - Journal activity - Student will summarize the comments of their classmates and write an action plan for their final drawing

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Written action plan for a final revised drawing incorporating appropriate vocabulary

Summative: Completed project

Extensions:

1. Add additional objects to still-life.
2. Use still-life objects with complex forms

Correctives:

1. Use color coding to divide foreground, middleground, background or highlight mid tone and shadow

Suggested Projects:

James Rizzi Cityscapes
VanGogh Sunflowers
Picasso Self-Portraits
Landscapes

Materials and Resources:Materials:

Media: Pencils- graphite and colored; crayons of various types; markers of various types; oil and chalk pastels; colored glue
Supplies: assorted papers; erasers
Equipment: Computer; iPad

Resources:

Teacher and students made sample projects
Landscape photos
Bunting, Eve. Sunflower House. New York: Scholastic Inc.,1996.

Suggested Reproductions and Artists:

Cezanne, Still Life
Van Gogh Sunflowers
DaVinci's *Mona Lisa*
Modigliani

Unit: Third Grade Painting**Time/Days: 7 sessions +/-****Standards:** PA Academic Standards for Arts and Humanities

9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.E; 9.2.3.A; 9.4.3.C

Anchors:

E03.A-K.1.1.3, E03.B-K.1.1.3, S4.A.2.1

Eligible Content:

Color wheel, color schemes, color mixing, symmetry

Objectives:

1. Students will create a range of tone and value using painting media (DOK 2)
2. Students will analyze painting in various cultures. (DOK 4)
3. Students will assess the expressive qualities of a work of art and support their opinions (DOK 3)
4. Students will be able to identify and locate the primary, secondary, warm, cool, and complementary colors on the Color Wheel. (DOK 1)
5. Students will understand and use the following vocabulary: highlight, shadow, monochromatic, texture, warm/cool colors, symmetry (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Understand properties of color: tone; hue; value; intensity
Direct instruction and discussion on color wheel.
Use of photo references to represent warm and cool - actual pictures or Powerpoint
Guided practice in mixing colors: tints, shades, secondary; bright and dull; creating neutrals from complementary colors
Teacher made Powerpoint including works by artists who used color intentionally to create mood and not representation: Picasso blue and rose periods; Cezanne still lifes; Van Gogh Starry Night; Fauvist paintings.

Suggested Projects:

Japanese paper batik
Landforms painting
Still-life painting
Nature inspired designs
Monochromatic painting

Assessments:**Diagnostic:** Questioning**Formative:** Teacher observation, and/or descriptive writing in journal of color mixing process**Summative:** Completed project**Extensions:** 1. Experimenting using different tools and found objects.**Correctives:** 1. Provide pre-mixed tones in Monochromatic painting

Materials and Resources:Materials:

Paint media: Watercolors; block and liquid tempera; finger paint

Tools: Paint brushes appropriate to media; found objects; pipettes; dabbers crayons

Supplies: Varied art papers and painting surfaces; Still life objects; Water containers; paper towels

Suggested Resources:

Teacher and student made sample projects.

Color wheel and color mixing chart(s)

Seuss, Dr. My Many Colored Days. New York: Random House, 1996.

Visser, Reona fifth grade class, Coast Episcopal School, Color for Thought... New York: Scholastic, Inc., 2004.

Suggested Reproductions:

Prints by: Cezanne; Matisse Fauvism works; Picasso Blue and Rose period works;

Andy Warhol portraits

Unit: Third Grade Ceramics

Standards: PA Academic Standards for Arts and Humanities,
9.1.3.B; 9.1.3.C; 9.1.3.H; 9.2.3.J; 9.3.3.A; 9.3.3.G

Anchors:

EO3.B-K.1.1.3, M03.C-G.1.1.1, S4.A.2.1

Eligible Content:

Building techniques, decorative features, vocabulary

Objectives:

1. Students will demonstrate basic slab building techniques (DOK 2)
2. Students will apply refined skills in joining techniques (DOK 3)
3. Students will apply decorative techniques to clay (incise, impress) (DOK 1)
4. Vocabulary: vessel, plaque, incise, impress (DOK 1)

Core Activities and Corresponding Instructional Methods:

Design and create a coil constructed ceramics piece that suits a functional or decorative purpose.

Learn and practice clay construction methods (coiling, score, slip)

Teacher demonstration

Guided practice

Wall posters diagramming clay and firing process

Analyze clay objects to determine purpose

View and compare various ceramic pieces (marriage vessels, trivets, bells) Teacher made examples

Suggested Projects:

Pocket pots

Wind chimes

Animal face relief sculpture

Drape mold vessels

Pinch pot

Assessments:

Diagnostic: Questioning

Formative: Teacher observation and Pinch Pot test to determine clay thickness

Summative: Completed project

Extensions:

1. Create a three-dimensional vessel built from slab construction
2. Utilize underglaze to create a decorative surface

Correctives:

1. Have prepared slab pieces available
2. Written and visual instructions available that detail the joining process

Materials and Resources:

Materials

Media: Clay; glaze; Model Magic

Tools: Modeling tools; rolling pins; clay knives; assorted gadgets; brushes Supplies:

Paper towels; water containers; tempera paint; varied art papers Resources:

Teacher and student made sample projects.

Kong, Ellen. The Great Clay Adventure: Creative Handbuilding Projects for Young Artists. Worcester: Davis Publications, 1999.

Ellis, Mary. Ceramics for Kids: Creative Clay Projects to Pinch, Roll, Coil, Slam, and Twist. New York: Lark Books, 2002.

Crystal Publications Ceramics series

Unit: Third Grade Sculpture and Crafts

Standards: PA Academic Standards for Arts and Humanities; PACS
Math 9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.H; 9.2.3.A; 9.2.3.D; 9.2.3.K; 9.4.3.D

Anchors:

M3.C.2.1, EO3.B-K.1.1.3, MO3.D-M.1.2.3

Eligible Content:

Weaving, paper folding, mixed media, vocabulary

Objectives:

1. Students will explain the cultural significance of a work of art.
2. Students will be able to create texture in weaving through the use of combined materials and patterns.
3. Students will make creative decisions in applying paper manipulation in techniques.
4. (rolling, folding, creasing, crumpling, cutting, tabbing weaving,)
5. Students will distinguish shape from form.
6. Vocabulary: texture, mixed media, balance, form, construction,
 - i. paper manipulation (rolling, folding, creasing, crumpling, cutting, tabbing, weaving)

Core Activities and Corresponding Instructional Methods:

1. Analyze artifacts for how they are made:
 - Close observation from artifacts made available to students
 - Teacher questioning
 - Worksheets
2. Relate works to geographic regions
 - Find or point out regions on atlas or globe
 - Direct instruction about a culture or group of people
 - Use of stories and picture books
3. Create a cultural artifact, or work of art based on a cultural art form*
 - Teacher demonstration
 - Idea generation through discussions, teacher made and student made examples

Suggested Projects:

Weaving
Carpe Kite
Ojo de dios
Paper sculpture
Kachina dolls
Masks
3-D Landscapes
Origami (with 6-7 steps)
Collage

Assessments:

Diagnostic: Questioning

Formative: Teacher observation and/or written reflection on how resources affected cultural artworks

Summative: Completed project

Extensions:

1. Create more complex forms of origami with 8 steps or more
2. Use stitching to create a simple bag/pouch from a cardboard loom weaving

Correctives:

1. Provide a larger warp and weft for weaving projects

Materials and Resources:Materials:

Media: Burlap; fabric; felt; assorted papers; pipe cleaners; soft weaving yarn; rug yarn; sticks – natural, popsicle, tongue depressors

Tools: 3" plastic needles; scissors; cotton tipped applicator

Supplies: Glue; Pritt art paste; wheat paste; papier mache; paint; polyfill/cotton batting; beads; sequins; feathers; buttons; origami paper; sandpaper; wallpaper

Suggested Resources:

World map/globe

Teacher and student made sample projects.

Authentic multicultural crafts

Weaving samples

Picture File

Scholastic Voyages of Discovery. The History of Making Books: From Clay Tablets, Papyrus Rolls, and Illuminated Manuscripts to the Printing Press. New York: Scholastic, Inc., 1995

Urton, Andrea. 50 Nifty Origami Crafts. N.c.: RGA publishing, 1992.

Suggested Reproductions:

Crystal Publications 3-Dimensional art series

Crystal Publications Mask series

Unit: Third Grade Printmaking**Time/Days: 7 sessions +/-**

Standards: PA Academic Standards for Arts and Humanities,
9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.H; 9.2.3.A; 9.2.3.K; 9.4.3.D

Anchors:

E03.B-K.1.1.3, S4.A.2.1

Eligible Content:

Series, relief, printing process, vocabulary

Objectives:

1. Students will understand that relief areas will print and recessed areas will not.
2. Students will apply their knowledge of printmaking processes to various materials.
3. Vocabulary: relief, recess, series, print

Core Activities and Corresponding Instructional Methods:

1. Understand concept of image reversal design a printmaking plate view printing plate in a mirror to predict outcome of a printed design, powerpoint slide with printing plates next to final images
2. Demonstrate a working knowledge of printmaking terms ,all classroom tools labeled for easy reference, worksheet with word bank
3. Design an image that will transfer in reverse

Suggested Projects:

- Corrugated cardboard relief: Found object prints
- Foam printing plate: theme of choice

Assessments: Make multiple prints and compare the outcomes, then number the results from best to worst

Answer reflective questions; "What do I like best about my project?"; "What should I have done instead?"

Diagnostic: Questioning

Formative: Teacher observation

Troubleshoot unfavorable results (too much ink; slipping; design)

Reflection sheet about final outcome

Summative: Completed project graded using the four criteria of creativity, technique, content, and craftsmanship.

Extensions:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room.
3. Reading art-related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

Correctives:

1. Reduce the complexity of the assignment.
2. Reduce the number of steps in the assignment.
3. Present instruction one-step at a time.

Materials and Resources**Materials:**

Media: Printing ink; tempera paint;

Tools: Stampers; pencils; wooden stylus; brayers; brushes; wooden spoons; bench hooks

Supplies: Assorted papers; crayons; textured materials; foam plates/trays varied art papers; railroad board; newspaper

Resources:

World Map or Globe

Teacher and student made project samples

Examples of prints from a series