

Grade 3 Visual Art

Unit 1: Elements of Art

Course/Subject:
Grade 3 Visual Art

Grade:
3

Unit 1:
Elements of Art

Suggested Timeline:
1x/cycle, 30 cycles/year

Grade Level Summary

The elements of art are the basis for artmaking and understanding. These tools can be used individually or in a variety of combinations to produce visual effects and meaning. A continuing understanding of the elements of art can help an artist to both create as well as analyze a unique work of art.

Grade Level Units

Unit 1 - Elements and Principles of Art
Unit 2 - Various Mediums and Procedures
Unit 3 - Art History and Cultural Contexts
Unit 4 - Craftsmanship

Unit Title

Elements and Principles of Art

Unit Summary

Students will be further instructed in use of the elements and principles and will demonstrate their understanding in a variety of formats. Students will recognize the importance and use of the elements and principles in masterworks as well as construct meaning through utilizing these tools in artwork of their own creation.

Unit Essential Questions:

1. What are the elements of art? How are the elements of art like tools in artmaking?
2. How do artists use line in their artwork? How can I use line in my artwork?
3. How can line be used to show movement?
4. How do artists use color in their artwork? How can I use color in my artwork?
5. How can color be used to show feeling?
6. How do artists use texture in their artwork? How can I use texture in my artwork?
7. What is implied texture? What is actual texture? How are they the same and how are they different?
8. How do artists use shape in their artwork? How can I use shape in my artwork?
9. What is space in artwork? Why is space important?
10. What is pattern? How can I create a pattern? How is pattern used in artwork?
11. How are the elements used the same or differently in painting/sculpture/drawing/etc.?
12. What is the difference between 2-dimensional and 3-dimensional art? What is form?
13. What is symmetry?

Key Understandings:

1. The elements of art are tools: they can be used separately or combined to create unique works of art.
2. The elements of art can be made using various mediums. These elements may be used differently depending on their purpose and procedure.
3. Line, color, texture, shape, pattern and form are used to convey a number of visual and implied feelings, effects, and meanings.
4. Something simple, like a single line or color, can be used in a big and complicated way.
5. Recognizing and understanding the elements of art is a basic yet important foundation for all artists.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.3.A.	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.3.B.	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.3.C.	Recognize and use fundamental vocabulary within each of the arts forms.
9.3.3.B.	Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's <i>Broadway Boogie-Woogie</i> ; use of dynamics, tempo, texture in Ravel's <i>Bolero</i>).

Important Standards Addressed in the Unit:

9.1.3.E.	Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
9.1.3.F.	Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navajo weavings and Kente cloth from West Africa).

Misconceptions:

1. Learning about the elements and principles is not important to artmaking.

Proper Conceptions:

1. The elements and principles of art are a basic tool necessary in growth as an artist.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Knowledge of types of lines • Developing knowledge of using lines to convey movement and feelings • Understanding of color mixing • Developing knowledge of other color groups, i.e. tints and shades, warm and cool colors, complementary colors • Understanding the difference between implied texture and actual texture • Knowledge of two types of shapes • Understanding of how to create pattern • Understanding of symmetry • Developing knowledge of the use of space, i.e. atmospheric perspective, proportion, and positive and negative space • Developing understanding of the elements and principles as tools used to create works of art 	<ul style="list-style-type: none"> • Produce variety of line types • Mix colors to create tints and shades • Use the elements to create implied and actual texture • Categorize geometric and organic shapes • Draw, cut, and otherwise produce geometric and organic shapes • Copy and create original patterns in drawing, painting, etc • Identify shapes that possess a line of symmetry • Create symmetrical shapes • Use of space effectively 	<ul style="list-style-type: none"> • Recognition of how famous artists have used the elements and principles of art in their work and how to use it effectively in our own artmaking • Communication of feelings and meaning using the elements and principles in our artmaking • Fluid, independent use of elements and principles in any medium

Academic Vocabulary:

Elements of Art	Curved	Texture
Line	Scalloped	Implied Texture
Straight	Dotted	Actual Texture
Horizontal	Broken/Dashed	Shape
Vertical	Wavy	Geometric
Diagonal	Color	Organic
Zig-zag	Primary Colors	Space
Thick	Secondary Colors	Pattern
Thin	Tint	Repeating/Repetition
Landscape	Shade	Symmetry
Seascape	Value	Form
Cityscape	Color Mixing	Perspective
Still-life	Portrait	Atmospheric Perspective
Movement	Complementary Colors	Positive Space
Rhythm	Proportion	Negative Space

Assessments:

- **Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
 - **Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
 - **Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
 - **Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.
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Differentiation:

- **Modeling** - Teacher will model the creation of each of the elements of art.
 - **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the elements being used.
 - **Peer collaboration**
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Interdisciplinary Connections:


- **Math** - pattern, repetition, geometry/geometric shape, symmetry
 - **Music** - pattern, rhythm, movement
 - **Physical Education** - movement
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Additional Resources:

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Created By:

Rachel Connell and Brooke May

			Grade 3 Visual Art Unit 2: Various Mediums
Course/Subject: Grade 3 Visual Art	Grade: 3	Unit 2: Various Mediums and Procedures	Suggested Timeline: 1x/cycle, 30 cycles/year

Grade Level Summary	An art medium is the material with which an artist works to create a work of art. The instruction in and exploration of various art mediums, also called art media, is an important first step for artists as they learn about art and art making. Mediums may include, but are not limited to: ceramics, collage, drawing, painting, printing, and sculpture.
Grade Level Units	Unit 1 - Elements and Principles of Art Unit 2 - Various Mediums and Procedures Unit 3 - Art History and Cultural Contexts Unit 4 - Craftsmanship

Unit Title	Various Mediums and Procedures
Unit Summary	Students will be introduced to a variety of art mediums and will have the opportunity to explore each one. Students will recognize the similarities, differences, and nuances of each of the various mediums through examination of masterworks, as well as through the exploration of each medium as they create their own artwork.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What is a medium? How are mediums/media used to create artwork? 2. How might an artwork's subject affect the choice of medium? How might the medium affect the subject? 3. How can I use a medium to express feelings or thoughts? 4. Why is it important to understand art processes? How does understanding art processes help to understand works of art? 5. How can I interpret a work of art? How does knowing art vocabulary help me to interpret a work of art? 	Key Understandings: <ol style="list-style-type: none"> 1. An art medium refers to the materials or supplies used to create a work of art. An artwork may be made using a single medium or several mediums/media. 2. Artists may choose mediums based on their knowledge of or skill with a given medium or the subject matter of an artwork. 3. The way an art medium is used can affect the meaning of an artwork. 4. By understanding and being familiar with the materials and processes used to create a work of art, we can better interpret what an artist is trying to tell us through their artwork. 5. Safe and proper handling of materials and tools is a crucial part of artmaking.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.3.D.	Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
9.1.3.E.	Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
9.1.3.G.	Recognize the function of rehearsals and practice sessions.

9.1.3.H.	Handle materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> Identify materials used. Identify issues of cleanliness related to the arts. Recognize differences in selected physical space/environments. Identify methods for storing materials in the arts.
9.1.3.J.	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts of the works of others. <ul style="list-style-type: none"> Know and use traditional technologies. Know and use contemporary technologies.
9.1.3.K.	Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

Important Standards Addressed in the Unit:

9.2.3.F.	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.3.3.A.	Recognize critical processes used in the examination of works in the arts and humanities.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> It is not important to practice using different mediums. Any medium can be used for making any artwork. 	<ol style="list-style-type: none"> Art is like playing a sport of musical instruments, practice sessions improve skills. Some mediums are better for certain desired effects.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Knowledge of various mediums such as ceramics, collage, painting, etc. Knowledge of clay techniques Knowledge of collage/assemblage techniques Understanding of various drawing materials and how to use them Understanding of various painting materials and how to use them Knowledge of basic printmaking technique Knowledge of simple weaving process 	<ul style="list-style-type: none"> Identify various mediums Create using basic clay techniques: wedging, using slip/scoring to attach two pieces, rolling, flattening, pinching, making impressions, coiling, glazing, firing process Tear, cut, overlap, glue Draw using pencil Draw using oil pastel Independently demonstrate proper paintbrush usage, including washing/clean-up, loading and re-loading brush with paint, cleaning between colors Independently demonstrate proper painting techniques such as use of strokes and blending Properly utilize printing materials to create a simple print Create a weaving using various materials 	<ul style="list-style-type: none"> Using and refining art skills with various mediums Students will be able to use various art materials/techniques to communicate feelings

Academic Vocabulary:

Medium Process Procedure	Sketch Blend Oil Pastel	Brayer Printing Plate Sculpture
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Ceramics Clay Collage Cut Glue Overlap Tear Score Coiling Marker Drawing	Pencil Painting Paintbrush Bristles Tempera Watercolor Slip Kiln Fire Crayon Printing	2D 3D Dimension Weaving Warp Weft Photograph/Photo Wedge Glaze Pinch Pot Coil/Coiling Score and Slip
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Assessments:

- **Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
 - **Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
 - **Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
 - **Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.
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Differentiation:

- **Modeling** - Teacher will model the use of each medium.
 - **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the materials being used.
 - **Peer collaboration**
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Interdisciplinary Connections:


- **Math** - sculpture, 2D, 3D, measurement
 - **Science** - ceramics, painting, sculpture
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Additional Resources:

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Created By:

Rachel Connell and Brooke May

			Grade 3 Visual Art Unit 3: Art History and Cultural Contexts
Course/Subject: Grade 3 Visual Art	Grade: 3	Unit 3: Art History and Cultural Contexts	Suggested Timeline: 1x/cycle, 30 cycles/year

Grade Level Summary	Artists across the globe have been making art for thousands of years. This art can be used to tell us about the rich histories of people groups and cultures. Understanding the art history of various peoples is an important part of an art education, as it influences our own artmaking and assists in the forming of global citizens.
Grade Level Units	Unit 1 - Elements and Principles of Art Unit 2 - Various Mediums and Procedures Unit 3 - Art History and Cultural Contexts Unit 4 - Craftsmanship

Unit Title	Art History and Cultural Contexts
Unit Summary	Students will be explore a number of cultures, periods, and geographical places as they are introduced to artists and art movements from throughout art history. Through these examinations, students will gain an understanding of the scope and importance of art history. These studies will inform student understanding as well as inspire their own artmaking.

Unit Essential Questions: <ol style="list-style-type: none"> 1. Why do people make art? 2. What is the importance of art history? 3. How are artworks made across time the same? How are they different? 4. How are artworks made in different places the same? How are they different? 5. How can understanding art history affect my artwork? 	Key Understandings: <ol style="list-style-type: none"> 1. Art has been made by people across the world for thousands of years. Some of this art was made to tell stories, while others was made to be useful or serve another purpose. 2. Studying and understanding art history has helped us to learn about the history of the world. 3. Despite the distance in time or space, many cultures share similarities in their artmaking. 4. Investigating art history helps us to recognize our own likes, dislikes, and beliefs. 5. Different groups of people or cultures may utilize the elements and principles to create identifying patterns, color groups, etc., which often become representative of themselves. For instance, red and gold are often found in ancient Chinese art, and triangles and diagonal lines are frequently used in Mexican design.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
9.2.3.A.	Explain the historical, cultural, and social context of an individual work in the arts.
9.2.3.D.	Analyze a work of art from its historical and cultural perspective.

9.2.3.E.	Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.
9.2.5.F.	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.5.H.	Identify, describe, and analyze the work of Pennsylvania Artists in dance, music, theatre, and visual arts.

Important Standards Addressed in the Unit:

9.2.5.B.	Relate works in the arts chronologically to historical events.
9.2.5.G.	Relate works in the arts to geographic regions: <ul style="list-style-type: none"> ● Africa ● Asia ● Australia ● Central America ● Europe ● North America ● South America

Misconceptions:	Proper Conceptions:
1. Artists create artwork for their own benefit, without thought of other people, places, or context.	1. Art may be created as a way to reflect and/or inspire others, and/or to serve a useful purpose.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● Growing understanding of art history ● Knowledge of different types of artworks ● Firm understanding of parts of artwork ● Knowledge of master artists/artist groups and their works 	<ul style="list-style-type: none"> ● Discuss and identify ancient and modern art and artists ● Discuss meaning and purposes of art history ● Identify and independently create portraits, still life, etc. ● Identify similarities and differences between works of art ● Recognize and show importance of composition ● Discuss different cultural groups' use of elements and principles ● Discover how artists create their work ● Examine Henri Matisse's use of shape, color, and/or pattern 	<ul style="list-style-type: none"> ● Recognition of how artists across time have used art to communicate ● Understanding of importance of creativity throughout history ● Appreciation of art history ● Growing ability to compare and contrast artists' work and ideas

Academic Vocabulary:

Art History Artist Studio Realistic Abstract Landscape Cityscape	Seascape Portrait Self Portrait Profile Illustration Still-life Subject	Composition Foreground Middle Ground Background Horizon Henri Matisse Style
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Assessments:

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- **Daily teacher evaluation** - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors.
 - **Daily student evaluation** - Students will be required to self-check and make adjustments to their work on a daily basis.
 - **Open discussion** - Teacher will lead whole-class discussions regarding concepts, projects, and explorations.
 - **Standards-Based Assessment** - Teacher-created 4-point rubric used to summatively/formatively assess student work.
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Differentiation:

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- **Modeling** - Teacher will model the creation of different types of artwork.
 - **Viewing** - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique.
 - **Peer collaboration**
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Interdisciplinary Connections:

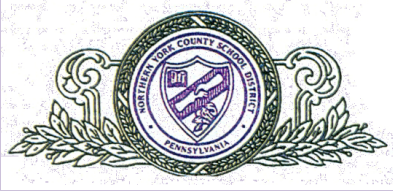
- **Social Studies** - history, cultural contexts
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Additional Resources:

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Created By:

Rachel Connell and Brooke May



Grade 3 Visual Art

Unit 4: Craftsmanship

Course/Subject:
Grade 3 Visual Art

Grade:
3

Unit 4:
Craftsmanship

Suggested Timeline:
1x/cycle, 30 cycles/year

Grade Level Summary

Craftsmanship is a key component in an artist's artmaking, as it emphasizes technique. Understanding and executing proper techniques may help an artist to accomplish a task or solve a problem, critical in creating artwork.

Grade Level Units

Unit 1 - Elements and Principles of Art
Unit 2 - Various Mediums and Procedures
Unit 3 - Art History and Cultural Contexts
Unit 4 - Craftsmanship

Unit Title

Craftsmanship

Unit Summary

Students will continue to understand the importance of craftsmanship in their artwork. Students will be encouraged to focus on how they can improve their individual technique, as well as the neatness and overall quality of their work. Through the exploration of various mediums and subjects, students will gain new and additional experience in an array of art procedures and techniques, subsequently allowing them the opportunity to deepen their understanding as they work.

Unit Essential Questions:

1. What is craftsmanship? Why is it important?
2. What is the importance of technique?
3. What makes a piece of art "good" or "bad"?

Key Understandings:

1. Craftsmanship emphasizes technique. To deepen understanding, we might further break down craftsmanship into technique (*how* we do something) and neatness (*how well* we do a particular something).
2. Technique is the demonstration of skill in a given task. It is important to understand and demonstrate skill when learning or practicing a new procedure or process, because it allows us to grow as artists.
3. Deciding whether art is "good" or "bad" is up to an individual's preference, or what they prefer. Being able to discuss or explain personal preference, as well as interpret the preferences of other artists, is an important part of understanding art.

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

9.3.3.A.

Recognize critical processes used in the examination of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

9.4.3.B.	Know how to communicate an informed individual opinion about the meaning of works in the arts.
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Important Standards Addressed in the Unit:

9.1.3.H.	Handle materials, equipment, and tools safely at work and performance spaces. <ul style="list-style-type: none"> • Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize differences in selected physical space/environments. • Identify methods for storing materials in the arts.
9.1.3.J.	Know and use traditional and contemporary technologies for producing, performing, and exhibiting works in the arts of the works of others. <ul style="list-style-type: none"> • Know and use traditional technologies. • Know and use contemporary technologies.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. There is a single or right way to create a good work of art. 2. One person's work is better than another's. 	<ol style="list-style-type: none"> 1. A number of techniques or styles may be employed in creating a work of art. The way in which an artist chooses to work is a matter of personal preference as well. 2. "Good" art is a matter of opinion or personal preference. 3. Craftsmanship is less about making "good" art and more about how to use materials to achieve a personal vision.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Continuing understanding importance of craftsmanship • Continuing understanding of technique • Continuing understanding of opinion/personal preference 	<ul style="list-style-type: none"> • Skillfully and carefully complete unique works of art • Growing sense of pride and ownership in work 	<ul style="list-style-type: none"> • Use of critical thinking to evaluate own work • Use of critical thinking to evaluate others' work • Support individual artists choices • Produce new, original, meaningful work • Implement varied host of artist skills

Academic Vocabulary:

Craftsmanship Technique Neatness	Preference Expression Imagination	Tradition Skill Perseverance Style
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Assessments:

<ul style="list-style-type: none"> • Daily teacher evaluation - Teacher will assess and provide feedback to students throughout project completion, including assessment of students' artistic behaviors. • Daily student evaluation - Students will be required to self-check and make adjustments to their work on a daily basis. • Open discussion - Teacher will lead whole-class discussions regarding concepts, projects, and explorations. • Standards-Based Assessment - Teacher-created 4-point rubric used to summatively/formatively assess student work.
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Differentiation:

<ul style="list-style-type: none"> • Modeling - Teacher will model techniques as well as demonstrate potential pitfalls or problems students may encounter. • Viewing - Teacher will provide a variety of masterworks as well as student examples for students to recognize, interpret, and critique the level of craftsmanship of each piece.
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- **Peer collaboration**
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Interdisciplinary Connections:

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Additional Resources:

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Created By:

Rachel Connell and Brooke May
