

Shrewsbury Borough School Visual and Performing Arts Curriculum 2012
Visual Arts
Grade 3

<p>Marking Period 1:</p> <p>Unit 1: <u>Intensity, Texture, Emphasis and Balance</u></p> <p>“Sunset Silhouettes”</p> <p>Objectives:</p> <p>Identify a seascape.</p> <p>Observe paintings of seascapes by famous artists.</p> <p>Understand the differences between seascapes and landscapes.</p> <p>Identify silhouettes and how light determines the shape of the silhouette.</p> <p>Understand the differences between shadows and silhouettes.</p> <p>Create a silhouette in a seascape using warm and cool colors.</p>	<p>Marking Period 2:</p> <p>Unit 2: <u>Line, Shape, Repetition, Rhythm and Pattern</u></p> <p>“Jungle Animals”</p> <p>Objectives:</p> <p>View a film about a famous artist, Rousseau.</p> <p>Observe works of art by famous artist, Rousseau.</p> <p>Identify animals of the jungle.</p> <p>Create a picture from nature and the imagination that tells a story.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will watch a short film about Henri Rousseau.</p> <p>Draw branches, trees, leaves, grasses from observing nature (outside the window).</p>	<p>Marking Period 3:</p> <p>Unit 3: <u>Color, Value, Movement, Harmony and Unity</u></p> <p>“Cezanne Apples”</p> <p>Objectives:</p> <p>Observe famous works of art by Cezanne.</p> <p>Identify a still-life.</p> <p>Learn about contour drawings.</p> <p>Create a contour drawing from a prepared and organized a still- life inspired by Cezanne.</p> <p>Compare and contrast preparing and painting a still-life in art with one they created on the computer.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will learn about the history and art of Cezanne.</p>	<p>Marking Period 4:</p> <p>Unit 4: <u>Form, Space and Proportion</u></p> <p>“Layered Landscapes”</p> <p>Objectives:</p> <p>Observe landscapes by famous artists.</p> <p>Identify the foreground, middle ground and background.</p> <p>Understand perspective and the different ways to interpret depth.</p> <p>Create a landscape interpreting perspective by layering.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will identify the works of landscape artists Bierstadt and O’Keeffe.</p> <p>Prepare a variety of colored sheets of tissue paper by tearing down.</p>
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<p>Lessons, Activities & Student Products:</p> <p>Students will identify a seascape.</p> <p>Students will show silhouettes they found on their own in newspapers, magazines or books.</p> <p>Create a background using warm colors and the foreground using cool colors.</p> <p>Complete the seascape by cutting a silhouette of something they might see on the water and/or in the sky.</p>	<p>Complete jungle animal story with colored markers.</p> <p>“Mapping Mondrian”</p> <p>Objectives:</p> <p>Observe works of art by famous artist, Mondrian.</p> <p>Learn about the development of Modern Art.</p> <p>Understand non-objective art.</p> <p>Create a non-objective form of Modern Art inspired by Mondrian.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will observe the works of the famous artist, Mondrian.</p> <p>Using a similar concept as Mondrian, students will select a section from a local map using a view finder.</p> <p>Scale the selection onto a large white sheet.</p> <p>Using only the primary colors, color the map to create a non-objective form of Modern Art</p>	<p>Observe the process of preparing and organizing a still- life.</p> <p>In groups, students will create a contour drawing from the still-life of apples and pears.</p> <p>Complete the still-life by painting, blending and bleeding with watercolors.</p> <p>Write a composition comparing and contrasting the painted still-life and the still-life created on the computer.</p> <p>“Doodle-4-Google”</p> <p>Objectives:</p> <p>Recognize the importance of logos.</p> <p>Create a theme for the letters that spell out Google.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will observe the “Google” logo.</p> <p>Students will understand the importance of graphic design.</p>	<p>Complete the landscape by layering the colored sheets on top of one another starting with the background (top: sky and distant mountains) to the foreground (bottom: grassland, rivers and streams).</p> <p>“Woven Paintings”</p> <p>Objectives:</p> <p>Observe the culture, location, and the traditional art of Peru.</p> <p>Observe how traditional garments become fashionable and trendy.</p> <p>Identify the tools and materials needed for weaving.</p> <p>Understand the process and determine if it is utilitarian (functional) or decorative (non-functional).</p> <p>Create a weaving using a variety of materials inspired by the weavings of Peru.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will identify the materials and tools needed for</p>
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<p>Essential Questions:</p> <p>What is a seascape?</p> <p>Can you identify a seascape?</p> <p>What is a silhouette?</p> <p>What do you need to create a silhouette?</p> <p>How can the silhouette determine the story of your seascape?</p>	<p>inspired by Mondrian.</p> <p>“Story Quilts”</p> <p>Objectives: Students will:</p> <p>Learn about famous artist, Ringgold.</p> <p>Understand the work of an illustrator.</p> <p>Understand the importance of African-American history.</p> <p>Understand mixed-media art.</p> <p>Create a work of art inspired by traditional methods of communication towards freedom by African-Americans.</p> <p>Lessons, Activities & Student Products:</p> <p>Students will listen to a story written and illustrated by Ringgold.</p> <p>Students will observe the works of the famous artist, Faith Ringgold.</p> <p>Students will draw a self-portrait.</p>	<p>Using a pre-drawn logo, students will draw their images around the letters of the logo.</p> <p>Essential Questions:</p> <p>What is a Still-Life?</p> <p>Who is Cezanne?</p> <p>Why is he important?</p> <p>What is a contour drawing?</p> <p>Did you like painting the still-life or creating one on the computer?</p> <p>Do you know what a Logo is?</p> <p>Have you ever visited the website “Google?”</p> <p>Why do you think a logo is important?</p>	<p>weaving.</p> <p>Understand the terminology specific for weaving.</p> <p>Prepare the loom with the warp.</p> <p>Choose from a variety of materials to weave the weft.</p> <p>Complete the decorative art by adding beads and charms that have specific meaning to them.</p> <p>Essential Questions:</p> <p>What is a landscape?</p> <p>What is perspective?</p> <p>What are some techniques to create depth in a work of art?</p> <p>What is a weaving?</p> <p>Is a weaving decorative or functional?</p> <p>What causes traditional clothing from other countries to become fashionable and trendy in the U.S.?</p>
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	<p>Paint by blending colors.</p> <p>Select various colored and textured sheets of decorative papers.</p> <p>Create patterns using colored paper, lines and shapes.</p> <p>Complete story quilt by gluing all the different materials together and adding text inspired by Ringgold.</p> <p>Essential Questions:</p> <p>What was so unique about Henri Rousseau's jungle paintings?</p> <p>Where can you go to pretend you are in the jungle?</p> <p>How can you describe Piet Mondrian's work? What do you think it is about?</p> <p>How is his work different from other artists we have talked about?</p> <p>Why do we celebrate Black History?</p> <p>What is a story quilt?</p>		
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	<p>What does an illustrator do?</p> <p>What is mixed-media?</p>		
<p>Materials:</p> <p>Samples of seascapes by famous artists, samples of silhouettes, samples of shadows, white drawing paper, palette of tempera paints (primary colors), brush, black construction paper, pencil, scissors, glue</p>	<p>Materials:</p> <p>DVD: <i>Dropping in on Rousseau</i>, samples of Rousseau's jungles, observe nature from window, white drawing paper, pencil, permanent marker, colored markers</p> <p>Samples of Mondrian's art, local map, view finder, heavy white paper, permanent marker, primary colored markers</p> <p>Book: <i>Tar Beach</i>, samples of story quilts, small white drawing paper, pencil, colored pencils, scissors, large heavy white paper, palette of blue and white tempera paint, brush, small precut colored construction paper, permanent marker, precut decorative paper, quote from book, pinking shears, glue</p>	<p>Materials:</p> <p>Samples of Cezanne's works of art, bags of apples and pears, colored construction paper, water color paper, pencil, watercolors, brush, computer, website: <i>Metropolitan Museum of Art: Explore and Learn: Cezanne's Apples</i>, scanner, color printer</p> <p>Samples of logos, Google website, samples of ways to incorporate a theme/drawing into a logo (doodle-4-google samples), pre-printed "Google" sheet, pencil, permanent marker, colored pencils</p>	<p>Materials:</p> <p>Samples of landscapes by B. Bierstadt and O'Keeffe, white sheet of drawing paper, a variety of precut colored tissue paper, glue stick</p> <p>Samples of traditional hats and scarves of Peru, images of a traditional loom, tools of weaving: loom, shuttle, yarn, variety of yarns, ribbons, twine, raffia, tape, beads, jewelry, charms, paint brush</p>
<p>Assessment:</p> <p>Students will present work of art for exhibition and critique.</p>	<p>Assessment:</p> <p>Students will present work of art for exhibition and critique.</p>	<p>Assessment:</p> <p>Students will present work of art for exhibition and critique.</p>	<p>Assessment:</p> <p>Students will present work of art for exhibition and critique.</p>

<p>NJCCCS:</p> <p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2: Compare and contrast works of art in various <u>mediums</u> that use the same art elements and principles of design.</p> <p>1.2.5.A.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2: Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.</p> <p>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.</p> <p>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.</p>	<p>NJCCCS:</p> <p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2: Compare and contrast works of art in various <u>mediums</u> that use the same art elements and principles of design.</p> <p>1.2.5.A.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2: Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.</p> <p>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.</p> <p>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.</p>	<p>NJCCCS:</p> <p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2: Compare and contrast works of art in various <u>mediums</u> that use the same art elements and principles of design.</p> <p>1.2.5.A.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2: Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.</p> <p>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.</p> <p>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.</p>	<p>NJCCCS:</p> <p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2: Compare and contrast works of art in various <u>mediums</u> that use the same art elements and principles of design.</p> <p>1.2.5.A.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and belief.</p> <p>1.2.5.A.2: Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.</p> <p>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.</p> <p>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.</p>
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<p>1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>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.</p> <p>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 <u>art media</u> and <u>art mediums</u> to create original works of art.</p> <p>1.3.5.D.5: Collaborate in the creation of works of art using</p>	<p>1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>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.</p> <p>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 <u>art media</u> and <u>art mediums</u> to create original works of art.</p> <p>1.3.5.D.5: Collaborate in the creation of works of art using</p>	<p>1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>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.</p> <p>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 <u>art media</u> and <u>art mediums</u> to create original works of art.</p> <p>1.3.5.D.5: Collaborate in the creation of works of art using</p>	<p>1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>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.</p> <p>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 <u>art media</u> and <u>art mediums</u> to create original works of art.</p> <p>1.3.5.D.5: Collaborate in the creation of works of art using</p>
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<p>multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>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).</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2: Use evaluative tools, such as rubrics, for self-</p>	<p>multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>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).</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2: Use evaluative tools, such as rubrics, for self-</p>	<p>multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>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).</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2: Use evaluative tools, such as rubrics, for self-</p>	<p>multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>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).</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2: Use evaluative tools, such as rubrics, for self-</p>
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<p>assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.4: Define technical proficiency, using the elements of the arts and principles of design.</p> <p>1.4.5.B.5: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	<p>assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.4: Define technical proficiency, using the elements of the arts and principles of design.</p> <p>1.4.5.B.5: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	<p>assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.4: Define technical proficiency, using the elements of the arts and principles of design.</p> <p>1.4.5.B.5: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	<p>assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.4: Define technical proficiency, using the elements of the arts and principles of design.</p> <p>1.4.5.B.5: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>
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