

Shrewsbury Borough School District
ART Curriculum Guide
Grade 3
2016

Mission Statement:

The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.

Shrewsbury Borough School's Curriculum Writing Committee:

Approved by Shrewsbury Borough Board of Education:

Administration:

Brent MacConnell-Superintendent
Debi Avento-Business Administrator
Erica Reynolds-Supervisor of Curriculum & Instruction
Jennifer Zona-Supervisor of Special Services

Shrewsbury Borough School District
Art Curriculum Guide
2016

Implementation: September 2016

Course Philosophy:

The mission of Shrewsbury Borough Schools' Art program is to cultivate each student's unique creative expression, communication and discovery by providing a thorough education in the elements of art, principles of design, aesthetics and art history. Shrewsbury Borough School's art program values and implements 21st century arts education principles by providing guidance for all students to strive for their full potential, inspiration to be lifelong learners and responsible citizens in our ever-changing global society. Shrewsbury Borough School's art curriculum strives to provide each child an opportunity to meet and exceed the Visual and Performing Arts standards, as part of the New Jersey Core Curriculum Content Standard in a nurturing creative environment. Through hands on experiences in the arts and opportunities to work in a variety of mediums including: drawing, painting, collage, printmaking, digital media and sculpture- these artistic qualities blossom at each stage of development.

Shrewsbury Borough School District
Art Curriculum Guide
2016

Course Description:

The third grade art curriculum explores the elements of art in more advanced projects that include observational drawing, 2d & 3d sculpture, and value studies. Students will delve deeper into art cultures and their contributions to art movements and current day techniques. Students will study master artists as well as their techniques and art styles in which student will experiment with in a variety of projects. Students will apply advanced techniques to projects, including drawing and painting, collage, digital, clay and paper mache. Art vocabulary and a wider description of new techniques will be enhanced during this course of study. At the first grade level, students will experience art once during a six-week cycle. Each art class is 46 minutes in duration.

Shrewsbury Borough School District
Art Curriculum Guide
2016

Unit 1 Overview
Unit Title/Marking Period: Shape & Form – MP1
Grade Level: 3 rd grade- Art
Recommended Pacing: Marking period
Unit Summary: This unit focuses on the element of shape and form in observational drawing and 3d sculpture.
NJCCSS: 1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5
21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards:

Shrewsbury Borough School District
 Art Curriculum Guide
 2016

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.A.4, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1 8.2.5.A.1, 8.2.5.A.2, 8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5, 8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4

<p>Unit Essential Questions:</p> <p>Describe Wayne Thiebaud’s artwork. Which elements of art do you see in Thiebaud’s work? What is pointillism? What is observational drawing?</p>	<p>Unit Enduring Understandings:</p> <p>Students will construct a 2d and 3d form using value and a variety of mediums. Inspired by Wayne Thiebaud’s artwork students will create a drawing using value as well as a sculpture. Students will create an observational drawing using 3 different mediums and value.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>

Shrewsbury Borough School District
Art Curriculum Guide
2016

<ul style="list-style-type: none">● Students will know how to define observational drawing.● Students will know how to analyze Thiebaud's work for his use of form and value.● Students will know how to define art styles- cubism and pointillism technique.● Students will know how to create an observational drawing using shapes and value.● Students will know how to create a 3d form using paper mache and an armature.	<ul style="list-style-type: none">● Students will watch a short film on Thiebaud's life and work.● Students will view Picasso and Seurat's work for use of individual art style.● Students will create a triptych that illustrates a still life using observational drawing in a traditional, cubist, and impressionist style.● Students will create a 3d sculpture using paper mache and armature method.● Students will analyze their work and the work of others for use of shape, form and value.
---	---

Evidence of Learning

Formative Assessments:

- Oral assessment on the element of art shape and form. Oral assessment on Thiebaud, impressionism, cubism and observational drawing.

Shrewsbury Borough School District
Art Curriculum Guide
2016

Equipment Needed:

Powerpoint presentation, short film on Thiebaud, heavyweight drawing paper, pencils erasers, rulers, white crayon, black construction paper, oil pastels, aluminum foil, paper mache, newspaper, glue, beads, sequence etc.

Summative Assessments:

- Final artworks

Teacher Resources:

Technology Component (websites):

Select artist and museum websites as per lesson

Resources:

Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes:

Shrewsbury Borough School District
Art Curriculum Guide
2016

Unit 2 Overview
Unit Title/Marking Period: Line (pattern, repetition) Shape (symbols) & Space (positive and negative) - - MP2
Grade Level: 3 rd grade- Art
Recommended Pacing: Marking period
Unit Summary: This unit focuses on the element of line and the use of positive and negative space. Students will complete a series of drawings, painting and collages inspired by culturally significant artworks. The element of positive and negative space, line, and symbolism will be explored in Aboriginal, Chinese, and Egyptian art.
NJCCSS: 1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5
21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards:

Shrewsbury Borough School District
Art Curriculum Guide
2016

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.A.4, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1 8.2.5.A.1, 8.2.5.A.2,
8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5,
8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4

Shrewsbury Borough School District
 Art Curriculum Guide
 2016

<p>Unit Essential Questions:</p> <p>Define positive and negative space. Describe symbolism used in Egyptian, Aboriginal, Chinese art? What do they have in common? What is a hieroglyphic? What is a zentangle?</p>	<p>Unit Enduring Understandings:</p> <p>This unit explores Egyptian, aboriginal, and Chinese art and culture. Students will compare and contrast the use of elements of art in each work. Inspired by the symbolism and line making techniques- students will create a variety of works that use the elements of art- space, line and shape.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>
<ul style="list-style-type: none"> ● Students will know how to describe symbol shapes according to a specific culture. ● Students will know how to define positive and negative space and apply the same principle to several artworks using a variety of media. ● Students will know how to compare and contrast different culture's art according to their culture and beliefs. ● Students will know how to create a zentangle pattern. ● Students will know how to use hieroglyphics and other symbol shapes to illustrate a narrative. ● Students will know how to 	<ul style="list-style-type: none"> ● Students will take a virtual field trip to study art works from Aboriginal, Egyptian, and Chinese Art. ● Students will compare line making techniques and symbolism within the cultures art. ● Students will experiment with line making techniques as identified in zentangled work. ● Students will create a zentangled work using positive and negative space. ● Students will create a collage inspired by Chinese Ming Vases.

Shrewsbury Borough School District
 Art Curriculum Guide
 2016

	<ul style="list-style-type: none"> ● Students will create a self portrait in an Egyptian Sarcophagi using symbol shapes and line. ● Students will create an aboriginal surfboard painting inspired by the aboriginal dream time tale. ● Students will analyze their work and the work of others for use of line, symbolism and space.
--	--

Evidence of Learning
Formative Assessments: <ul style="list-style-type: none"> ● Oral assessment on the element of positive and negative space, line, and shape/symbolism. Oral assessment on comparing and contrasting art work from different cultures.
Equipment Needed: Powerpoint presentation, iPads, watercolor paper, heavyweight drawing paper, pencils erasers, stencils, rulers, white crayon, assorted construction paper, oil pastels, scissors, glue sticks, water color, brushes
Summative Assessments: <ul style="list-style-type: none"> ● Final artworks
Teacher Resources:
Technology Component (websites): Select artist and museum websites as per lesson

Shrewsbury Borough School District
Art Curriculum Guide
2016

Resources:

Powerpoint presentation of artists, art examples, history and techniques

Shrewsbury Borough School District
Art Curriculum Guide
2016

Teacher Notes:

Shrewsbury Borough School District
 Art Curriculum Guide
 2016

Unit 3 Overview
Unit Title/Marking Period: Color (warm and cool) & Texture- - MP3
Grade Level: 3 rd grade- Art
Recommended Pacing: Marking period
Unit Summary: This unit focuses on the element of art color and texture. Inspired by chuck close's grid method, students will use warm and cool colors to create an illusion between positive and negative space. Using the same color scheme, students will use various tools to create texture in a painting project.
NJCCSS: 1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5
21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards:

Shrewsbury Borough School District
 Art Curriculum Guide
 2016

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.A.4, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1 8.2.5.A.1, 8.2.5.A.2, 8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5, 8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4

<p>Unit Essential Questions:</p> <p>Describe Chuck Close’s artwork? What is photorealism? How would you differentiate between the positive and negative space in a grid painting? How would you create texture when using paint?</p>	<p>Unit Enduring Understandings:</p> <p>This unit explores the work of Chuck Close and his use of color and grid method painting. Students will create an illusion in space by using warm and cool colors to complete a grid painting. Students will use painting tools to create textures in a collaged painting.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>

Shrewsbury Borough School District
Art Curriculum Guide
2016

<ul style="list-style-type: none">● Students will know how to describe Chuck Close's painting method.● Students will know how to define photorealism● Students will know how to create a grid drawing.● Students will know how to use warm and cool colors to define positive and negative space.● Students will know how to create textures using painting tools and unconventional materials.● Students will know how to create shades and tints within their work.	<ul style="list-style-type: none">● Students will watch a short film on Chuck Close's life and art work.● Students will create a grid drawing with a clear subject matter.● Students will use warm and cool color schemes in positive and negative spaces of their drawing.● Students will create textures in their painting by using painting tools and unconventional materials.● Students will create a collage of their textured paintings.● Students will analyze their work and the work of others for use of space, color, and texture.
--	---

Evidence of Learning

Formative Assessments:

- Oral assessment on the element of positive and negative space, warm and cool colors, texture, Chuck Close, Photorealism

Shrewsbury Borough School District
Art Curriculum Guide
2016

Equipment Needed:

Powerpoint presentation, watercolor paper, heavyweight drawing paper, pencils erasers, stencils, rulers, oil pastels, scissors, glue sticks, water color, brushes, tempera paint, palette knives, stamps etc.

Summative Assessments:

- Final artworks

Teacher Resources:

Technology Component (websites):

Select artist and museum websites as per lesson

Resources:

Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes:

Shrewsbury Borough School District
 Art Curriculum Guide
 2016

Unit 4 Overview
Unit Title/Marking Period: Perspective & Value- - MP4
Grade Level: 3 rd grade- Art
Recommended Pacing: Marking period
Unit Summary: This unit focuses on perspective and value. Students will use value to illustrate perspective in a one-point perspective drawing and painting. Students will also use value in a drawing using a stippling technique.
NJCCSS: 1.1.5.D.1, 1.1.5.D.1, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5
21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards:

Shrewsbury Borough School District
 Art Curriculum Guide
 2016

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.A.4, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1 8.2.5.A.1, 8.2.5.A.2, 8.2.5.A.4, 8.2.5.B.1, 8.2.5.B.2, 8.2.5.B.3, 8.2.5.B.4, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.3, 8.2.5.C.4, 8.2.5.C.6, 8.2.5.D.1, 8.2.5.D.4, 8.2.5.D.5, 8.2.5.D.7, 8.2.5.E.1, 8.2.5.E.2, 8.2.5.E.3, 8.2.5.E.4

<p>Unit Essential Questions:</p> <p>What is one point perspective? Describe a vanishing point. What is stippling? How would you use value in a perspective painting?</p>	<p>Unit Enduring Understandings:</p> <p>This unit explores value in a one point perspective painting and a drawing using stippling technique. Students will mix tints and shades to apply to the foreground middle ground and background. Students will further their knowledge of perspective by using a vanishing point, proportion and value. Students will also be introduced to stippling and using space to create a shadow or a highlight in their form.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>

Shrewsbury Borough School District
 Art Curriculum Guide
 2016

<ul style="list-style-type: none"> ● Students will know how to create a one-point perspective drawing. ● Students will know how to create a shade and tint and apply the proper hues to the perspective landscape. ● Students will know how to describe perspective using art vocabulary. ● Students will know how to use stippling as a value technique. ● Students will know how to create a form using dots. 	<ul style="list-style-type: none"> ● Students will watch a short film on stippling and value. ● Students will create a form using dots and apply space to their stippling project to illustrate a shadow or highlight. ● Students will use one point perspective in their winter landscape paintings. ● Students will create shades and tints by mixing black plus a color and white plus a color, to further illustrate perspective. ● Students will analyze their work and the work of others for use of space, color, and texture.
--	--

Evidence of Learning
Formative Assessments: <ul style="list-style-type: none"> ● Oral assessment on the element of value. Perspective, stippling, space.
Equipment Needed: Powerpoint presentation, heavyweight drawing paper, pencils erasers, stencils, rulers, tempera paint, brushes, sharpies
Summative Assessments: <ul style="list-style-type: none"> ● Final artworks

Shrewsbury Borough School District
Art Curriculum Guide
2016

Teacher Resources:
Technology Component (websites): Select artist and museum websites as per lesson
Resources: Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes: