

Discipline The Arts

Grade 3

Course Geometry

Topic

Strand Geometry

State Standards 30232

4.G.8 Identify and describe line symmetry in two-dimensional shapes.

Student Learning Objectives

Identify and describe line symmetry in two-dimensional shapes.

Suggested Instructional Strategies

Activity Master 15
Uses classroom objects to identify shape and attributes.
Fold and cut paper to compare shapes to show congruency and symmetry.
Use corner of paper and classroom objects to show right angles.

Assessment

Observational assessment of Activity Master 15

Shows work: Process is complete and is correct.

Accuracy: Answer is correct and complete.

Understanding of Concept: Interprets remainder; appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept; uses appropriate terminology

Organization: Figure is legible.

Discipline The Arts

Grade 3

Course Geometry

Topic

Strand Geometry

State Standards 30226

4.G.2 Describe, model, draw, compare, and classify two- and three-dimensional shapes, e.g., circles, polygons-especially triangles and quadrilaterals-cubes, spheres, and pyramids.

Student Learning Objectives

Describe, model, draw, compare, and classify two- and three-dimensional shapes, e.g., circles, polygons-especially triangles and quadrilaterals-cubes, and spheres.

Suggested Instructional Strategies

Activity Master 15

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Grade 3

Course Geometry

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Strand Geometry

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Discipline The Arts

Grade 3

Course Visual Arts

Topic

Strand Visual Arts

State Standards 1041

The Arts Discipline: **Methods and Materials.** Students will demonstrate knowledge of the methods and materials unique to the visual arts

- 1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects
- 1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction
- 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques
- 1.4 Learn to take care of materials and tools and to use them safely

Student Learning Objectives

- Students will:
- continue use of 3D forms, incorporating variety of new materials/media into work.
 - use independence in selecting art materials.
 - experiment and explore with tools and materials and demonstrate beginning levels of craftsmanship.

Suggested Instructional Strategies

- Instructor will:
- continue to expand selection of art materials available to students.
 - encourage use of 3D materials.
 - require students to choose appropriate tools for materials given.
 - introduce non-traditional materials as art resources.

Assessment

Discipline The Arts

Grade 3

Course Visual Arts

Topic

Strand Visual Arts

State Standards 1042

The Arts Discipline: **Elements and Principles of Design.** Students will demonstrate knowledge of the elements and principles of design.

2.1 For color, explore and experiment with the use of color in dry and wet media

Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork

Explore how color can convey mood and emotion

For example, students mix light and dark values of colors or predict the results of overlapping and blending primary colors.

2.2 For line, explore the use of line in 2D and 3D works

Identify a wide variety of types of lines in the environment and in artwork

For example, students take a walk around the school and note jagged, straight, curved, thick, and thin lines.

2.3 For texture, explore the use of textures in 2D and 3D works

Identify a wide variety of types of textures, for example, smooth, rough, and bumpy, in the environment and in artwork

Create representations of textures in drawings, paintings, rubbings, or relief

2.4 For shape and form, explore the use of shapes and forms in 2D and 3D works

Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork

2.5 For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works

Identify patterns and symmetrical forms and shapes in the environment and artwork.

Explain and demonstrate ways in which patterns and symmetrical shapes may be made

For example, a student folds and cuts paper to achieve symmetry, or makes printed patterns.

2.6 For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance

Demonstrate an understanding of foreground, middle ground, and background

Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis

Student Learning Objectives

Students will:

- use line to create movement and action within work.
- demonstrate understanding of color wheel: primary, secondary, and tertiary colors, tints, and shades.
- recognize basic shapes in a complex design or composition.
- manipulate texture and select art materials to create contrast in a composition.
- create works of art which reflect awareness of the elements and principles of design.

Suggested Instructional Strategies

Instructor will:

- introduce and review elements of composition: balance, rhythm, repetition, and variety.
- introduce symmetry.
- show examples of art works that emphasize elements of composition, texture, and shape.

Assessment

Discipline The Arts

Grade 3

Course Visual Arts

Topic

Strand Visual Arts

State Standards 1043

The Arts Discipline: **Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.1 Create 2D and 3D artwork from direct observation

For example, students draw a still life of flowers or fruit, action studies of their classmates in sports poses, or sketches of the class pet having a snack or a nap.

3.2 Create 2D and 3D expressive artwork that explores abstraction

For example, a student simplifies an image by making decisions about essential colors, lines, or textures.

3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy

For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.

Student Learning Objectives

Students will:

- acquire enhanced artistic skills to express and communicate responses to experiences.
- use creative thinking to produce original art from imagination, memory, and observation.
- produce art using a variety of subject matter, themes, events, or symbols.
- begin to understand that good composition in works of art is the effective organization of elements and principles of design.

Suggested Instructional Strategies

Instructor will:

- encourage students to verbally express their responses to artwork.
- create projects that emphasize use of imagination and memory by student.
- show examples of artwork that focus on themes and symbolism.

Assessment

Discipline The Arts

Grade 3

Course Visual Arts

Topic

Strand Visual Arts

State Standards 1044

The Arts Discipline: **Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion

For example, a first grader chooses a painting and tells how she mixed the colors, and talks about the decisions she made.

4.2 Select works for exhibition and work as a group to create a display

4.3 As a class, develop and use criteria for informal classroom discussions about art

Student Learning Objectives

Students will:

- select from their own portfolio works for exhibition.
- describe the process by which art is produced.
- express personal preferences based on processes of art criticism.

Suggested Instructional Strategies

Instructor will:

- demonstrate methods of framing and displaying art work.
- encourage students to re-think and re-work their art..
- hold group critiques.
- encourage verbal expression about works of art.

Assessment

Discipline The Arts

Grade 3

Course Visual Arts

Topic

Strand Visual Arts

State Standards 1045

The Arts Discipline: **Critical Response.** Students will demonstrate and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work

5.2 Classify artworks into general categories, such as painting, print-making, collage, sculpture, pottery, textiles, architecture, photography, and film

5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks

5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group

Student Learning Objectives

Students will:

- expand art vocabulary in discussing works of art.
- distinguish characteristics of style in works of art.
- discuss art that communicates ideas, feelings, and moods.
- view and critique reproductions and original works of art in a museum or gallery.
- identify works of art that communicate sensitivity to natural and man-made environments.
- respond to a variety of techniques used in works of art.
- respond to evidence of skill and craftsmanship in works of art.
- exhibit aesthetic awareness by looking at, talking about, and comparing works of art.

Suggested Instructional Strategies

Instructor will:

- discuss the importance of mood in works of art.
- allow students to lead group critiques, possibly written.
- display works of art that communicate feelings and moods.
- introduce proper vocabulary for critiques and encourage their regular use.

Assessment

Discipline The Arts

Grade 3

Course Visual Arts

Topic

Strand Connections

State Standards 1051

The Arts Discipline: **Purposes and Meanings in the Arts:** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate, interpret their meanings.

6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "What is the artist trying to say?" "Who made this, and why?" "How does this work make me feel?"

6.2 Investigate uses and meanings of examples of the arts in children's daily lives, homes, and communities
For example, children learn and teach other children songs in languages other than English; interview parents and community members about dances, songs, images, and stories that are part of their family and cultural heritage.

Student Learning Objectives

Students will:

- explore making art forms that serve a function in daily life.
- begin to see the relationship between art and daily life.
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Suggested Instructional Strategies

Instructor will:

- explore with students artists that create "functional" art.
- create lessons involving graphic design and architecture.
- discuss careers in art.

Assessment

Discipline The Arts

Grade 3

Course Visual Arts

Topic

Strand Connections

State Standards 1052

The Arts Discipline: **Roles of Artists in Communities:** Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, play-wrights, illustrators, painters, sculptors, craftspeople, or architects
For example, teachers invite an illustrator of children's books to school to show how she creates her illustrations.

Student Learning Objectives

Students will:

- recognize that many careers involve art knowledge and skills.
- investigate roles artists play in different countries.
- illustrate their own books.

Suggested Instructional Strategies

Instructor will:

- design units that relate directly to careers in art.
- display works of art from different cultures.
- develop lessons involving illustration of books.

Assessment

Discipline The Arts

Grade 3

Course Visual Arts

Topic

Strand Connections

State Standards 1053

The Arts Discipline: **Concepts of Style, Stylistic Influence, and Stylistic Change:** Students will demonstrate their understanding of the concepts of styles, stylistic influence, and stylistic change by indentifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as

- styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;

- styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries

For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration.

8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe

8.3 Perform or create works inspired by historical or cultural styles

Student Learning Objectives

Students will:

- begin to identify the art created by people from different cultures.
- begin to recognize that art reflects characteristics of different periods of history.
- recognize that in history, a variety of media, tools and materials were used by artists.
- recognize that artists and craftspersons served important functions in history.
- recognize art as a visual language understood by all cultures.

Suggested Instructional Strategies

Instructor will:

- display works from many cultures.
- discuss cultural meaning in the arts.
- expose students to materials and methods from other countries.

Assessment

Discipline The Arts

Grade 3

Course Visual Arts

Topic

Strand Connections

State Standards 1054

The Arts Discipline: **Inventions, Technologies, and the Arts:** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.

9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as

- “What is this made of?”
- “How does this instrument produce sound?”
- “Would I design this differently?”
- “Who first thought of making something like this?”

For example, students examine a variety of percussion instruments, experiment with the different sounds they make, and learn about the cultures in which they were made.

Student Learning Objectives

Students will:

- explore making art forms that serve a function in daily life.
- identify works of art that communicate sensitivity to natural and man-made environments.
- begin to see the relationship between art and daily life.

Suggested Instructional Strategies

Instructor will:

- expose students to environmentally friendly (recycled) materials.
- discuss the role artists have played in their communities throughout history.
- discuss artists that were also inventors.

Assessment

Discipline The Arts

Grade 3

Course Visual Arts

Topic

Strand Connections

State Standards 1055

The Arts Discipline: **Interdisciplinary Connections:** Students will use their knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines

Examples of this include:

- using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;
- memorizing and singing American folk songs to enhance understanding of history and geography;
- using short dance sequences to clarify concepts in mathematics.

Student Learning Objectives

Students will:

- identify and compare similar concepts or principles found in art and across the disciplines/subject areas.
- demonstrate the ability to create a work of art integrating concepts, or subject matter of another discipline.
- demonstrate ability to create a work integrating concepts, or symbols of several art forms.

Suggested Instructional Strategies

Instructor will:

- continue to involve the study of art with writing.
- connect science and technology with art.
- continue to reinforce math concepts through art (symmetry, margins, measurement).

Assessment