LEARNING • EQUITY • COMMUNITY

ST. JOSEPH

SCHOOL DISTRICT

Third Grade Visual Arts SOS

1st Quarter			2nd Quarter		
August	September	October	November	December	January
Priority Standards: Create personally satisfying artwork using a variety of artistic processes and materials. VA:Cr2A.3 Elaborate visual information by adding details in an artwork to enhance emerging meaning. VA:Cr3A.3 Identify and explain how and where different cultures record and illustrate stories and history of life through art. VA:Pr6A.3 Recognize that responses to art change depending on knowledge of the time and place in which it was made. VA:CN11.A.3 Elaborate on an imaginative idea. VA.Cr1A.3 Apply knowledge of available tools, and technologies to investigate personal ideas through the art making process. VA:Cr1B.3					
Elements of Art Review **Portrait/Figure:** Create an abstract portrait. **Line:** Identify and use types of line, horizontal, vertical, diagonal	**Shape:** Identify and apply geometric and organic shapes to artwork. **Fibers:** Use yarn or other fibers in an artwork.	**Color:** Layer two or more colors using crayon, colored pencil or oil pastel **Color:** Identify and use warm and cool colors in a project **Value:** Define and use value in a project	**Landscape:** Apply concepts of a horizon line, foreground, middle ground, background, to a landscape, compare and contrast scapes **Emphasis:** View, recognize and create focal points within the artwork	**Painting:** Paint even color using tempera, paint a wash using watercolor. **History and Culture:** Western Art The National Gallery of Art "The Tragedy" "Still Life 1918", Pablo Picasso.	**Still Life:** Create a still life from observation. **Contrast:** Identify and use size contrast

3rd Quarter			4th Quarter		
January	February	March	March	April	May
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Portrait/Figure: Create an original figure in an action pose showing part of group identity **Proportion:** Create a self portrait using proper facial proportion and body proportion	**Ceramics:** Create a container. **Texture:** Discuss and create real and implied texture. Create impressed textures to clay art	**Graphic Design:** Demonstrate knowledge of parts to a whole by using cut paper to create artwork **Space**: Differentiate between positive and negative District Texture Assessment	**Rhythm:** Show rhythm through repetition of line, shape or pattern	**History/Culture:** Aboriginal Art The Australian Museum Boomerangs **Sculpture:** Use natural objects to create a 3d work of art.	**Graphic Design:** Use additive process to create a printing plate and print from it