

<b>Course Title: Art—Intermediate 1 (Grade 3)*</b>		<b>Course Code:</b> <b>5001040</b>	
<b>Course Description:</b> Art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.			
<b>Big Idea: Critical Thinking and Reflection</b>			
<b>Enduring UNDERSTANDING 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</b>			
Essential Question(s): <i>How is thinking about artwork different than other subjects? Why is it important to interpret artwork?</i>			
<b>KNOW:</b>  Select Art Techniques to create 2D -drawing -painting -collage -printmaking -digital drawing  Elements of Art Principles of Design  Compare/Contrast Mood	<b>DO:</b>  <b>VA.3.C.1.1</b> <b>Use the art-making process to develop ideas for self-expression.</b> • Brainstorm ideas for art projects in small groups or with peers • Reflect on personal experiences and/or memories to generate ideas for projects. Transfer the ideas into a work of art by creating either 2D art work showing thoughts. • Have students compare and contrast two artworks to show how mood is conveyed in art (i.e.: a warm color vs. cool color, use of expressive line).	<b>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</b>  <i>How do artists get ideas for art?</i>  <i>How do artists express themselves through art?</i>	<b>NATIONAL VISUAL ARTS STANDARD S</b>  <b>VA: Cr1.1.3a</b> <i>Elaborate on an imaginative idea.</i>

<p>Art Critique</p> <ul style="list-style-type: none"> <li>-Describe</li> <li>-Analyze</li> <li>-Interpret</li> </ul> <p>Observe</p> <p>Elements of Art</p> <p>Principles of Design</p>	<p><b><u>VA.3.C.1.2:</u></b></p> <p><b>Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.</b></p> <ul style="list-style-type: none"> <li>• Use personal memories and/or experiences to discuss and make connections to a selected work of art. Critique and discuss.</li> <li>• Look closely (observe) at artwork found in art textbook, and have students write 3 observations about one of the artworks seen.</li> </ul> <p>Share out observations and interpretations and discuss through Socratic Seminar.</p>	<p><i>How do artists use their lives and experiences to create subjects for their artwork?</i></p> <p><i>How does personal experience influence how you interpret the art of others?</i></p>	<p><b><u>VA: Cr1.2.3 a</u></b></p> <p>Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art making process</p>
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<p><b>Enduring <u>UNDERSTANDING</u> 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</b></p>			
<p><i>Essential Question(s): How do artists "talk" with their artwork?</i></p>			
<p><b><u>KNOW:</u></b></p> <p>Art Critique</p> <p>Elements and principles of art</p> <p>Craftsmanship</p>	<p><b><u>DO:</u></b></p> <p><b><u>VA.3.C.2.1:</u></b></p> <p><b>Assess personal artworks for completeness and success in meeting intended objectives.</b></p> <ul style="list-style-type: none"> <li>• Use a rubric or checklist to determine if objectives for project were met.</li> </ul>	<p><b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>How do you know when your artwork is done?</i></p> <p><i>Why is revising art necessary?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARD</u></b></p> <p><b><u>5</u></b></p>

<p>Art techniques, medium, and processes</p> <p>Elements and principles of art</p> <p>Art vocabulary</p>	<p><b><u>VA.3.C.2.2:</u></b>  <b>Compare techniques used by peers and established artists as a basis for improving one's own work.</b></p> <ul style="list-style-type: none"> <li>• “Gallery walk” activity to view art of peers; write positive aspects of artwork and areas for change (something to keep, something to improve).</li> <li>• Select several pieces of artwork, discuss the strengths and weaknesses of each piece.</li> <li>• Compare and contrast viewpoints (ex: bird’s eye view, bug’s view, etc.).</li> </ul>	<p><i>How do artists create differently?</i></p> <p><i>How do artists improve their art?</i></p>	<p><b><u>VA: Cr2.2.3a</u></b>  <i>Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</i></p>
<p>Art criticism</p> <p>Elements and principles of art</p>	<p><b><u>VA.3.C.2.3:</u></b>  <b>Use constructive criticism to improve artwork.</b></p> <ul style="list-style-type: none"> <li>• Class critique of peers’ artwork (displaying each finished artwork on board format).</li> <li>• Token response art criticism activity.</li> </ul>	<p><i>What is constructive criticism?</i></p> <p><i>How do artists improve their art?</i></p>	<p><b><u>VA: Cr2.3.3a</u></b>  <i>Individually or collaboratively construct representations, diagrams, or models of places that are part of everyday life.</i></p>
<p><b>Enduring UNDERSTANDING 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</b></p>			
<p>Essential Question(s): <i>How does art influence other learning?</i>  <i>How does learning in other subjects affect art?</i></p>			

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<p><b><u>KNOW:</u></b></p> <p>Art criticism (describe, analyze, interpret, judge)</p> <p>Elements and principles</p> <p>Art styles and techniques</p>	<p><b><u>DO:</u></b></p> <p><b><u>VA.3.C.3.1:</u></b>  <b>Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.</b> •            Have students critique each of other. Provide checklists of the Elements and Principles.            • Chart what elements and principles are used the most for discussion.</p>	<p><b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>How do artists use the elements of art and principles of design in their artwork?</i></p> <p><i>What do I need to know to appreciate art?</i></p> <p><i>How do I critique art?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARD</u></b>  <b><u>S</u></b>  <b><u>VA: Cr3.1.3a</u></b>  <i>Elaborate visual information by adding details in an artwork to enhance emerging meaning</i></p>
<p>Art critique</p> <p>Art vocabulary</p>	<p><b><u>VA.3.C.3.2:</u></b>  <b>Describe the connections between visual art and other contexts through observation and art criticism.</b></p> <ul style="list-style-type: none"> <li>• View examples of advertisement art and discuss how art shows a message/persuades.</li> <li>• Create a tessellation, discuss the mathematical connections.</li> <li>• Review the Social Studies units of target class/grade, tie artists of that period into it.</li> </ul>	<p><i>How can I use my knowledge of art in other areas?</i></p> <p><i>How do other content areas help in the creation of art?</i></p>	
<p>Functional Art vs Fine Art</p> <p>Show examples of utilitarian objects</p>	<p><b><u>VA.3.C.3.3:</u></b>  <b>Explain the similarities and differences between artworks and utilitarian objects.</b></p> <ul style="list-style-type: none"> <li>• Venn diagram (Thinking Maps) activity to compare and contrast hand-built ceramic mug with factory created mug.</li> <li>• Have students compare &amp; contrast (Meret Oppenheims Furland Cup and a coffee cup)</li> </ul>	<p><i>How have everyday objects been designed?</i></p> <p><i>How can you determine if an object is fine art or functional art?</i></p>	
<p><b>Big Idea: Skills, Techniques, And Processes</b></p>			
<p><b>Enduring UNDERSTANDING 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</b></p>			
<p>Essential Question(s): <i>How are artists inspired? How do artists communicate through their artwork?</i></p>			

<p><b><u>KNOW:</u></b></p> <p>Art tools, media and techniques</p> <p>Art safety</p>	<p><b><u>DO:</u></b></p> <p><b><u>VA.3.S.1.1:</u></b>  <b>Manipulate tools and media to enhance communication in personal artworks.</b> • Create a repetitive printmaking artwork to show your favorite hobby, incorporating a variety of line styles in the block design.</p>	<p><b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>How can art tell a story?</i></p> <p><i>How do my choices affect my artwork?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARD S</u></b>  <b><u>VA:Re.8.1.3a</u></b>  <i>Interpret art by analyzing use of media to create subject matter, characteristics of form and mood.</i></p>
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<p>Elements and Principles</p> <p>Comparing and contrasting</p>	<p><b><u>VA.3.S.1.2:</u></b>  <b>Use diverse resources to inspire artistic expression and achieve varied results. Remarks/Examples: e.g., media center, technology, print materials</b></p> <ul style="list-style-type: none"> <li>• Create a landscape work of art inspired by the photographers Ansel Adams and William Neill.</li> <li>• Using computers; have student's research images of their subject to brainstorm ideas, techniques, and angles of perception.</li> </ul>	<p><i>How are artists inspired?</i></p> <p><i>How do artists show their feelings?</i></p> <p><i>Why do artists create artwork differently?</i></p>	
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<p>Art History</p> <p>Elements and Principles</p>	<p><b><u>VA.3.S.1.3:</u></b>  <b>Incorporate ideas from art exemplars for specified time periods and cultures. Remarks/Examples: e.g., concepts, technique, media, subject matter</b></p> <ul style="list-style-type: none"> <li>• View art of Expressionists and create an abstract painting inspired by the art of Wassily Kandinsky.</li> <li>• Introduce Michelangelo's Sistine Chapel – have students tape their paper to the underside of the table and draw/paint/color as if they are painting the ceiling.</li> <li>• Study and discuss surrealist artists and their artworks (ex: Salvador Dali, Rene Magritte, etc.).</li> </ul>	<p><i>How are artists inspired by their time period or culture?</i></p>	
<p>Elements and Principles of art</p> <p>Art media, techniques and processes</p> <p>Art critique</p>	<p><b><u>VA.3.S.1.4</u></b>  <b>Choose accurate art vocabulary to describe works of art and art processes.</b> • Discuss art vocabulary and have students identify terms in variety of art styles.</p> <ul style="list-style-type: none"> <li>• Write a descriptive paragraph about a historic or personal artwork.</li> </ul>	<p><i>Why does art have its own 'language'?</i></p> <p><i>How do I describe Art?</i></p>	
<p><b>Enduring UNDERSTANDING 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</b></p>			
<p><b>Essential Question (s): <i>Why is knowing techniques and processes necessary for learning?</i></b></p>			

<p><b><u>KNOW:</u></b></p> <p>Elements and principles of art</p> <p>Art critique</p>	<p><b><u>DO:</u></b></p> <p><b><u>VA.3.S.2.1:</u></b>  <b>Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.</b></p> <ul style="list-style-type: none"> <li>• Create a “how to” step by step presentation to teach peers sequential order for creating a project.</li> </ul>	<p><b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>How do the elements of art influence a final work of art?</i></p> <p><i>Why is it important to plan in art?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARD S</u></b></p>
<p>Art safety</p> <p>Elements and principles of art Art media, techniques and processes</p>	<p><b><u>VA.3.S.2.2:</u></b>  <b>Follow procedures, focusing on the art making process.</b></p> <ul style="list-style-type: none"> <li>• Create a clay pinch pot using step by step process to form, pinch, carve, dry, fire, glaze/paint, and re-fire.</li> <li>• Reflect on steps used to create a work of art, ordering the steps sequentially by writing or drawing pictures.</li> <li>• Discuss different art room procedures and why they are important.</li> </ul>	<p><i>Why do artists follow steps to create certain works of art?</i></p>	<p><b><u>VA:Cr2.1.3a</u></b>  <i>Create personally satisfying artwork using a variety of artistic processes and materials</i></p>
<p><b>Enduring UNDERSTANDING 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</b></p>			
<p><b>Essential Question (s): <i>How do artists use tools and techniques to demonstrate growth?</i></b></p>			
<p><b><u>KNOW:</u></b></p> <p>Art tools, media and processes</p> <p>Art vocabulary</p>	<p><b><u>DO:</u></b></p> <p><b><u>VA.3.S.3.1:</u></b>  <b>Use materials, tools, and processes to achieve an intended result in two and/or three-dimensional artworks.</b></p> <ul style="list-style-type: none"> <li>• Identify art media and techniques an artist uses to create a piece.</li> <li>• Create a work of art “in the style of...” another artist.</li> <li>• Students create sample texture plates out of clay using a variety of materials to alter the surface.</li> <li>• Examine sculpture that displays positive and negative space and texture (ex: Henry Moore, M.C.</li> </ul>	<p><b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>How do artists choose tools and techniques to express their ideas?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARD S</u></b></p>

	Escher, Meret Oppenheim).		
Art tools, media and processes  Art vocabulary	<b><u>VA.3.S.3.2:</u></b> <b>Develop craftsmanship skills through repeated practice.</b> <ul style="list-style-type: none"> <li>• Use a ruler to illustrate straight lines for a grid, scale drawing.</li> </ul>	<i>Why is the “presentation” of one’s artwork important?</i>	

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Elements and principles of art	<ul style="list-style-type: none"> <li>• Practice cutting and gluing clean shapes for a positive versus negative space collage.</li> </ul>		
Art safety/protocols  Art tools, media and processes	<b><u>VA.3.S.3.3</u></b> <b>Work within safety guidelines while using tools, media, techniques, and processes.</b> <ul style="list-style-type: none"> <li>• Small groups create art posters to show art safety when using different art media; Display student art safety posters in classroom by media area and discuss importance.</li> </ul>	<i>Why is it important to practice art safety?</i>  <i>Why do we need to respect the art classroom rules and procedures?</i>	

## Big Idea: **O**rganizational Structure

**Enduring UNDERSTANDING 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

Essential Question(s): *How are the elements of art connected to the principles of design?*



<p><b><u>KNOW:</u></b></p> <p>Elements and principles of art</p> <p>Art vocabulary</p>	<p><b><u>DO:</u></b></p> <p><b><u>VA.3.O.1.1</u></b></p> <p><b>Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.</b></p> <ul style="list-style-type: none"> <li>• Select a principle of design (balance) and an element of art (color). Show how using balance can influence the colors used/placement in a work of art?</li> <li>• Find an image of a straight forward portrait. Have students cut the image vertically and practice proportion and value by completing the missing half. <ul style="list-style-type: none"> <li>○ Apply what has been learned to create a self portrait.</li> </ul> </li> </ul>	<p><b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>How do artists use the elements and principles of art?</i></p> <p><i>Why do we need to know the elements of art?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARD</u></b></p> <p><b><u>S</u></b></p> <p><b><u>VA:Re.9.1.3a</u></b></p> <p><i>Evaluate an artwork based on given criteria.</i></p>
<p><b>Enduring <u>UNDERSTANDING</u> 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</b></p>			
<p><b>Essential Question (s):</b> <i>How does understanding the use of elements and principles in composition affect the artistic objective?</i></p>			

<p><b><u>KNOW:</u></b> Elements and principles of art</p>	<p><b><u>DO:</u></b> <b><u>VA.3.O.2.1:</u></b> <b>Use creative and innovative ideas to complete personal artworks.</b></p> <ul style="list-style-type: none"> <li>• Use geometric shapes to create a recycled sculpture of an animal.</li> <li>• Show examples of one subject matter in different mediums (dog: created in motion using pencil, paint, recycled materials to help stimulate innovative ideas).</li> <li>• Teacher collects various examples of artwork/posters containing messages. <ul style="list-style-type: none"> <li>○ Analyze and discuss the statement made by the artist and the way the image is designed.</li> </ul> </li> </ul>	<p><b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>What is creativity?</i></p> <p><i>What are innovative ideas?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARD S</u></b> <b><u>VA:Re.7.1.3a</u></b> <i>Speculate about processes an artist uses to create a work of art.</i></p>
<p><b>Enduring <u>UNDERSTANDING</u> 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</b></p>			
<p><i>Essential Question (s): How can I communicate my ideas, thoughts, and feelings through art?</i></p>			
<p><b><u>KNOW:</u></b> Art vocabulary  Symbolism</p>	<p><b><u>DO:</u></b> <b><u>VA.3.O.3.1:</u></b> <b>Use symbols, visual language, and/or written language to document self or others.</b></p> <ul style="list-style-type: none"> <li>• Document symbols, visual language in journals / sketchbooks</li> <li>• Create a graphic organizer where students can list personal attributes/characteristics. <ul style="list-style-type: none"> <li>○ Make a graphic illustration that symbolically incorporates those attributes into the piece.</li> </ul> </li> </ul>	<p><b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>How can art be a form of expression?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARD S</u></b></p>
<p><b>Big Idea: Historical and Global Connections</b></p>			
<p><b>Enduring <u>UNDERSTANDING</u> 1: Through study in the arts, we learn about and honor others and the worlds in which they live (d).</b></p>			
<p><i>Essential Question(s): What is the impact of arts throughout the world and on people?</i></p>			

<p><b><u>KNOW:</u></b></p> <p>Art History</p> <p>Elements and principles of art</p>	<p><b><u>DO:</u></b></p> <p><b><u>VA.3.H.1.1:</u></b>  <b>Describe cultural similarities and differences in works of art.</b></p> <ul style="list-style-type: none"> <li>• Select artworks from Panama’s molas and Aboriginal art and have students describe similarities and differences. (use of colors and patterns).</li> <li>• Select vases from ancient Greece (depicting Greek life painted on them), compare and contrast with Native American pottery.</li> <li>• Choose two different artist/styles/movements from the timeline of Art History and compare and contrast. <ul style="list-style-type: none"> <li>○ Use graphic organizers.</li> <li>○ Discuss how you can use those ideas in your artwork.</li> </ul> </li> </ul>	<p><b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>How does art help us learn about other people?</i></p> <p><i>How does art reflect or shape culture?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARD</u></b></p> <p><b><u>S</u></b></p> <p><b><u>VA:Re.7.2.3a</u></b>  <i>Determine messages communicated by an image.</i></p>
<p>Art etiquette</p>	<p><b><u>VA.3.H.1.2:</u></b>  <b>Describe the importance of displaying suitable behavior as part of an art audience.</b></p> <ul style="list-style-type: none"> <li>• Generate list of expectations for behavior while viewing art of others and why its importance (i.e. hands off art, walking, low voice level).</li> <li>• Practice behaviors in an ‘art room gallery’ <ul style="list-style-type: none"> <li>○ Role-play good and bad behaviors, discuss.</li> </ul> </li> </ul>	<p><i>How should you behave/act when viewing Art?</i></p> <p><i>Why is it necessary to respect the work of others?</i></p>	

<p>Art etiquette</p> <p>Art history, customs</p>	<p><b><u>VA.3.H.1.3:</u></b>  <b>Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.</b></p> <ul style="list-style-type: none"> <li>• Research different cultures and make lists of customs and beliefs to be respected to share.</li> <li>• List cultures with unique customs and discuss why these customs and beliefs should be respected.</li> <li>• Discuss why it's important to be respectful when viewing art.</li> </ul>	<p><i>How does art represent the beliefs of others?</i></p> <p><i>How do people express themselves through art?</i></p> <p><i>How do we honor the work of others?</i></p>	
<p><b>Enduring UNDERSTANDING 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</b></p>			
<p><b>Essential Question(s):</b> <i>How does art change over time? Where do we see art in the world?</i></p>			
<p><b><u>KNOW:</u></b></p> <p>Elements and principles</p> <p>Art vocabulary</p> <p>Art history, customs</p>	<p><b><u>DO:</u></b></p> <p><b><u>VA.3.H.2.1:</u></b>  <b>Compare differences or similarities in artworks across time and culture.</b></p> <ul style="list-style-type: none"> <li>• Venn diagram (Thinking Maps) to compare and contrasting artwork of Impressionism, Realism or Cubism.</li> <li>• Group discussion: How do two works of art show similarities and differences in selected communities or cultures?</li> </ul> <p>referenc</p>	<p><b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>What will art be like 10, 20, 30 years from now?</i></p> <p><i>How do others express themselves through the arts?</i></p> <p><i>Why should artists learn about artwork from different times and cultures?</i></p> <p><i>What effect does art have on a culture?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARD S</u></b>  <b><u>VA:Pr6.1.3a</u></b>  <i>Identify and explain how and where different cultures record and illustrate stories and history of life through art.</i></p>

<p>Elements and principles of art</p> <p>Fine art vs. functional/ utilitarian art</p>	<p><b><u>VA.3.H.2.2:</u></b>  <b>Examine artworks and utilitarian objects, and describe their significance in the school and/or community.</b></p> <ul style="list-style-type: none"> <li>• School walk to view and discuss art around campus; generate a pictorial list of artwork found, categorizing its purpose.</li> <li>• Discuss what our school campus would be like without art.</li> <li>• Site community examples; discuss if they are fine art or functional/utilitarian.</li> </ul>	<p><i>How can art serve a purpose?</i></p> <p><i>How does art influence our life?</i></p> <p><i>How does art lend value to society?</i></p>	
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<p>Art vocabulary</p> <p>Public art display venues</p>	<p><b><u>VA.3.H.2.3:</u></b>  <b>Describe various venues in which artwork is on display for public viewing. Remarks/Examples: e.g., museums, galleries, restaurants, virtual tours.</b></p> <ul style="list-style-type: none"> <li>• Have class discussion on locations of public art throughout your community.</li> <li>• View public art from a different geographic location. Describe how the artwork fits or does not fit its surroundings; title the artwork and describe why you chose that title.</li> </ul>	<p><i>Why do artists display artwork?</i></p> <p><i>How does art impact our community?</i></p>	<p><b><u>VA:Pr4.1.3a</u></b>  <i>Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.</i></p> <p><b><u>VA:Pr5.1.3a</u></b>  <i>Identify exhibit space and prepare works of art including artists' statements, for presentation.</i></p>
<p><b>Enduring <u>UNDERSTANDING</u> 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</b></p>			
<p>Essential Question(s): <i>How can art help learning in other areas?</i></p>			

<b><u>KNOW:</u></b> Art vocabulary  Art history  Art media, processes, tools	<b><u>DO:</u></b> <b><u>VA.3.H.3.1:</u></b> <b>Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.</b> <ul style="list-style-type: none"> <li>• Complete a historical study of African American life from the 1900's using the collage art of Romare Bearden (social studies and Black History Month connection).</li> <li>• List/discuss subjects that overlap with visual art (ex: Book making(Quality Literature) Leonardo Di Vinci (Science inventions)Escher; Tessellations (Math).</li> </ul>	<b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>How can learning from other subjects influence learning in the arts?</i>	<b><u>NATIONAL VISUAL ARTS STANDARD S</u></b>
<b>Big Idea: Innovation, Technology, And The Future</b>			
<b>Enduring <u>UNDERSTANDING</u> 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</b>			
<b>Essential Question(s): <i>How do artists make choices while creating? How do artists become inspired?</i></b>			

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<b><u>KNOW:</u></b> Art media, processes and tools	<b><u>DO:</u></b> <b><u>VA.3.F.1.1:</u></b> <b>Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.</b> <ul style="list-style-type: none"> <li>• Create a still life painting using three different painting techniques to show texture (i.e. pointillism, wet-on-wet, dry brush)</li> <li>• Take everyday objects around the room and modify their look and use in your artwork. (tape dispenser becomes a snail).</li> </ul>	<b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>Why do different artworks use different styles?</i>  <i>Why do artists use different materials?</i>  <i>Why do artists change their ideas while they work?</i>	<b><u>NATIONAL VISUAL ARTS STANDARD S</u></b>
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Art media, processes, tools  Art vocabulary	<b><u>VA.3.F.1.2:</u></b> <b>Explore the effects and merits of different solutions to solve an artistic problem.</b> <ul style="list-style-type: none"> <li>• Define sculpture. View and discuss sculptors such as Henry Moore and Jeff Koons and the locations their sculptures are displayed.</li> <li>• Students working with clay will problem solve to get their artwork to stand.</li> <li>• Show examples of Alexander Calder’s work; have students transfer knowledge to create a piece of artwork that shows balance.</li> <li>• Practice observational drawings of three dimensional objects.</li> </ul>	Why do artists choose to work in different ways?	
Enduring <b>UNDERSTANDING 2: Careers in and related to the arts significantly and positively impact local and global economies.</b>			
Essential Questions (s): <i>How does art change our community? What influence does art have on our community and world?</i>			
<b><u>KNOW:</u></b> Art Careers  Functional Art  Public or Community Art  Culture	<b><u>DO:</u></b> <b><u>VA.3.F.2.1:</u></b> <b>Identify places where artists or designers have made an impact on the community.</b> <ul style="list-style-type: none"> <li>• Discuss locations of public art in your community.</li> <li>• Discuss, visit, or conduct a virtual tour of an art district to discuss/view public art/art galleries.</li> </ul>	<b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>Where are examples of art we see or use every day?</i>  <i>How does public art affect your opinion of the area?</i>	<b><u>NATIONAL VISUAL ARTS STANDARD S</u></b> <b><u>VA:Cn10.1.3a</u></b> <i>Develop a work of art based on observations of surroundings</i> .

	<ul style="list-style-type: none"> <li>• Have students create what they would like to see as art in their community.</li> <li>• Create a community service project.</li> </ul>		
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**Enduring UNDERSTANDING 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.**

Essential Question (s): *How has art influenced cultural trends and historical events?*

<p><b>KNOW:</b> Elements and principles of art  Symbolism</p>	<p><b>DO:</b> <b><u>VA.3.F.3.1:</u></b> <b>Create artwork that communicates and awareness of events within the community.</b>  <ul style="list-style-type: none"> <li>• Design a t-shirt to promote a school-wide event; describe how your artwork encourages others to attend the school event.</li> <li>• Create a community sculpture/ mosaic /painting tied promoting an event.</li> </ul> </p>	<p><b><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS</u></b> <i>How does art reflect its community?</i>  <i>How can art be used to persuade others?</i></p>	<p><b><u>NATIONAL VISUAL ARTS STANDARD</u></b> <b><u>S</u></b> <b><u>VA:3.F.3.1</u></b> <i>Recognize that responses to art change depending on knowledge of the time and place in which it was made.</i></p>
<p>Collaboration</p>	<p><b><u>VA.3.F.3.2:</u></b> <b>Collaborate to complete a task in art.</b> <b>Remarks/Examples: e.g., mural, mosaic</b> • Students work in small groups to create a sectioned artwork using recycled materials; small group artwork pieced together for larger class or grade level piece.  <ul style="list-style-type: none"> <li>• Contact a business partner and create a community service project.</li> </ul> </p>	<p><i>Why and how do artists work in groups?</i>  <i>How do artists effectively communicate with others?</i></p>	
<p>Time management</p>	<p><b><u>VA.3.F.3.3:</u></b> <b>Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21<sup>st</sup>-century skills.</b> • Create a work of art with specified requirements to meet predetermined deadlines (i.e.: Day 1- Introduction/sketches, Day 2- final sketch..etc).  <ul style="list-style-type: none"> <li>• Create a computer illustration following steps and meeting deadlines (progress check, informative assessment)</li> </ul> </p>	<p><i>How do artists meet deadlines?</i>  <i>How does your work ethic affect your artwork?</i></p>	



<b>Additional Content Area Benchmarks (required):</b>		
Ruler Skills	<b><u>MAFS.K12.MP.5.1</u></b> <b>Use appropriate tools strategically.</b> • Illustrate geometric shapes using a rule to create straight edges.	<i>Why is it important to use art tools safely?</i>
Craftsmanship	<b><u>MAFS.K12.MP.6.1</u></b> <b>Attend to precision.</b> <ul style="list-style-type: none"> <li>• Use a ruler to divide paper into 4 equal parts, practicing ruler skills.</li> </ul>	<i>What is craftsmanship?</i>
Structure	<b><u>MAFS.K12.MP.7.1</u></b> <b>Look for and make use of structure.</b> • Plan design for a ceramic project sketching the idea from different viewpoints. Use sketches to create your final clay project.	<i>How is art connected to Math?</i>
Geometric Shapes  Types of angles Origami	<b><u>MAFS.3.G.1.2</u></b> <b>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</b> <ul style="list-style-type: none"> <li>• Fold a square paper in half and fourth. Discuss the connection between the ratios and whole.</li> <li>• Origami requires folding skills</li> </ul>	<i>How are shapes used in art?</i>
Rules for working in collaboration groups  Time management	<b><u>LAFS.3.SL.1.1:</u></b> <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b> Divide class into small groups to cover artists/ time periods etc. Students will discuss topic and then share	<i>What is respectful listening?</i> <i>What can you learn from others?</i>  <i>How does collaboration expand the creative process?</i>

Discuss the ground rules for classroom discussions	<p><b><u>LAFS.3.SL.1.1b</u></b>  <b>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</b></p> <ul style="list-style-type: none"> <li>• Have students share their artwork with class</li> <li>• Have discussion compare works of art</li> </ul>	<i>What is respectful listening?</i>
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<p>Discuss how to be a good listener</p> <p>Discuss format for drawings/sketches</p>	<p><b><u>LAFS.4.SL.1.2:</u></b>  <b>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <ul style="list-style-type: none"> <li>• Have students listen to text read aloud and draw/sketch their interpretation of what they heard</li> </ul>	<i>What can we learn from our responses to art?</i>
<p>Observation Skills</p> <p>Discuss man-made objects vs natural objects</p>	<p><b><u>SC.3.P.8.3</u></b>  <b>Compare materials and objects according to properties such as size, shape, color, texture, and hardness.</b></p> <ul style="list-style-type: none"> <li>• Get objects from nature (leaves) have students do rubbings of manmade and natural rubbings.</li> </ul>	<i>How do objects change when using different materials?</i>

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<b>RESOURCES</b>
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Token response activity: art criticism as a game:

<http://coolculture.org/blog/2013/10/token-response-activity-art-criticism-game>

Text: Harcourt Art Everywhere pg. 138-139 (Graphic Arts)

Text: Harcourt Art Everywhere Level 3, pg. 128-129 (Printmaking)

<http://artsedge.kennedy-center.org/tag-search.aspx?tag=visual> (type Ansel Adams & Williams Neillin search box) Online gallery images of photographers from <http://www.anseladams.com/>

Text: Harcourt Art Everywhere Level 3, pg. 30-31(Timeline)

The Art Book for Children (Book 2) Phaidon Press

<http://artsedge.kennedy-center.org/tag-search.aspx?tag=visual> (add Elements and Principles in search box) <http://www.incredibleart.org/files/elements.htm>

Text: Harcourt Art Everywhere pg. 28-29 Lines (Express Feelings/expressive line drawing) Getting to Know the World's Greatest Artists (*Series*) by Mike Venezia

Text: Harcourt Art Everywhere pg. 38-39 (Compare and contrast the techniques used by Chihuly and Archipenko) Text: Harcourt Art Everywhere pg. 104 (Alexander Calder)