

# ***East Penn School District Elementary Curriculum***

## A Planned Course Statement for **Grade 3 - Art**

Length of Period (mins.) \_\_\_\_\_ 40 \_\_\_\_\_

Periods per Week \_\_\_\_\_ 1 \_\_\_\_\_

Length of Course (yrs.) \_\_\_\_\_ 1 \_\_\_\_\_

Adopted \_\_\_\_\_ 4/23/07 \_\_\_\_\_

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### **Description of Course**

## Course Title

Art – Third Grade

## Description

Students will be introduced to a variety of media and techniques. They will be introduced to creative problem solving that will result in a meaningful investigation and exploration of art.

## Goals

1. Students will explore and examine the principles and elements of design by reviewing and producing original works of art.
2. Students will investigate various media, techniques, and technologies by analyzing and creating art.
3. Students will express and communicate meaningful and relevant ideas, both visually and orally.
4. Students will explore various artists, and will focus, district wide, on the artworks of Henri Rousseau and Vincent van Gogh.
5. Students will be aware of arts unique influence and value in all aspects of education and society.
6. Students will examine artworks of geographic regions, focusing on the region of South America.
7. Students will develop pride, safety, and craftsmanship through art production.

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Key to Levels of Achievement (listed with each learning objective)

Awareness (A) Students are introduced to concepts, forms and patterns.

Learning (L) Students are involved in a sequence of steps and practice activities which involve further development and allow for evaluation of progress.

Understanding (U) Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.

Reinforcement (R) Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standards
I. Art Aesthetics Elements of Design	1	Students will explore, identify, and develop types of line in art.	L	<ul style="list-style-type: none"> <li>● Create line with a variety of art tools and media</li> <li>● Use line to create shapes, pattern, and texture</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> <li>● Create different types of lines</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,H,J 9.3.3B
	2	Students will explore, identify, and develop types of color in art.	A	<ul style="list-style-type: none"> <li>● Mix primary to make secondary colors</li> <li>● Mix tints by adding white and shades by adding black to colors</li> <li>● Name and use warm, cool, intermediate, complimentary, and neutral colors</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> <li>● Use values of colors, light and dark</li> <li>● Identify and use simple color as being one element of design</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,C 9.3.3B
	3	Students will explore, identify, and develop types of shape in art.	A	<ul style="list-style-type: none"> <li>● Recognize shape as two-dimensional</li> <li>● Identify shape as an area enclosed by line</li> <li>● Name and identify the five basic geometric and free form shapes</li> <li>● Arrange shapes to create a composition</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,E,H,J 9.3.3B

Unit	Num	Objective	Level	Content	Evaluation	Standards
	4	Students will explore, identify, and develop types of texture in art.	A	<ul style="list-style-type: none"> <li>● Identify texture as the look and feel of a surface: rough, smooth, shiny, and dull</li> <li>● Create texture using a variety of materials</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> <li>● Differentiate between tactile and visual texture</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	5	Students will explore, identify, and develop types of form in art.	A	<ul style="list-style-type: none"> <li>● Identify and name geometric forms (sphere, pyramid, cone, and cube)</li> <li>● Identify form as three dimensional</li> <li>● Create form by modeling, assembling, or constructing</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	6	Students will explore, identify, and develop types of space in art.	A	<ul style="list-style-type: none"> <li>● Identify positive and negative space as the area within or around shapes and forms</li> <li>● Identify space as 2-D or 3-D</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	7	Students will explore and identify value in art.	A	<ul style="list-style-type: none"> <li>● Students will create value in a 2-D composition using shades and tints</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
II. Art Aesthetics Principles of Design	8	Students will gain an awareness of balance in art.	A	<ul style="list-style-type: none"> <li>● Explore and recognize balance as an arrangement of shape, color, and form in art</li> <li>● Identify and use symmetrical balance in a composition</li> <li>● Identify and use radial balance in a composition</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J

Unit	Num	Objective	Level	Content	Evaluation	Standards
	9	Students will gain an awareness of variety in art.	A	<ul style="list-style-type: none"> <li>● Create variety in a two-dimensional composition in relation to size, shape, and color</li> <li>● Recognize variety in texture, size, shape, and color as a means of adding interest to an artwork</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	10	Students will gain an awareness of pattern in art.	A	<ul style="list-style-type: none"> <li>● Recognize pattern as the set or random repetition of a line, shape, color, texture, or form, or any combination of these</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	11	Students will gain an awareness of rhythm in art.	A	<ul style="list-style-type: none"> <li>● Recognize rhythm in artwork as visual movement achieved by repetition of lines, shapes, colors, textures, or patterns</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	12	Students will gain an awareness of proportion in art.	A	<ul style="list-style-type: none"> <li>● Identify the use of proportion to indicate distance, large shapes are close-up and small shapes are far away</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	13	Students will gain an awareness of emphasis in art. (center of interest-focal point)	A	<ul style="list-style-type: none"> <li>● Recognize that the center of interest is the most important part of an artwork</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J
	14	Students will gain an awareness of unity in art	A	<ul style="list-style-type: none"> <li>● Recognize that unity is created through a combination of color, shape, line, and texture and the principle of design in an artwork</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,B,C,H,J

Unit	Num	Objective	Level	Content	Evaluation	Standards
III. Art Processes – Media and Methods	15	Students will explore and identify expression through various techniques of drawing.	A	<ul style="list-style-type: none"> <li>● Draw using a variety of materials</li> <li>● Draw from memory, imagination, or observation</li> <li>● Introduce contour drawing, shading</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3B,C,D,E,H,I 9.2.3C,G,H,L 9.3.3F
	16	Students will explore and identify expression through various techniques of painting.	A	<ul style="list-style-type: none"> <li>● Paint using a variety of tools and materials</li> <li>● Express ideas, thoughts, and feelings individually or in a group</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.2.3A,D,E
	17	Students will explore and identify expression through various techniques of printmaking.	L	<ul style="list-style-type: none"> <li>● Create prints by using a variety of printing materials, fingers, hand prints, clay, stamps, found objects, yarn to cardboard</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.2.3A,D,E
	18	Students will explore and identify expression through various techniques of sculpture.	L	<ul style="list-style-type: none"> <li>● Identify sculpture as three-dimensional as opposed to two-dimensional</li> <li>● Construct and model three-dimensional works of art using simple tools and techniques from a variety of materials (clay, wood, found objects, paper mache, etc.)</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.2.3A,D,E
	19	Students will explore and identify expression through various techniques of collage and mosaic.	A	<ul style="list-style-type: none"> <li>● Arrange a collage or mosaic composition using paper or cloth</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.2.3A,D,E
	20	Students will explore and identify various fiber and textile techniques.	L	<ul style="list-style-type: none"> <li>● Use a variety of materials to create a textile composition (yarn, string, fabric)</li> <li>● Recognize the variety of textures in fibers</li> <li>● Use simple cardboard loom or God's Eye</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.2.3A,D,E

Unit	Num	Objective	Level	Content	Evaluation	Standards
	21	Students will explore and identify simple architectural structures.	A	<ul style="list-style-type: none"> <li>Select materials to construct simple architectural models (boxes, sand, sticks, rocks, wood, etc.)</li> <li>Recognize forms of shelter</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.2.3A,D,E
	22	Students will explore and identify different pottery techniques.	A	<ul style="list-style-type: none"> <li>Create a clay piece using clay techniques such as slab, pinch, coil, or beads</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.2.3A,D,E
	23	Students will explore the use of animation imagery.	A	<ul style="list-style-type: none"> <li>Use simple animation techniques through the use of flip books</li> </ul>	Teacher observation Student/teacher discussion Student attitude and effort Quality of student work Homework, quizzes, and worksheets	9.1.3A,H,J,K 9.2.3A,B,D,E
IV. Art Criticism	24	Students will express ideas and opinions about art.	A	<ul style="list-style-type: none"> <li>Explore and examine artwork of themselves and other students as well as artwork by major artists from various cultures</li> <li>Contrast and compare the media and mood of the artwork</li> <li>Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> </ul>	Student/teacher discussion	9.1.3C,J,K 9.2.3A,B,C,D,E,F,G, I,J,K,L 9.3.3B,D,E,F,G 9.4.3A,B,C,D
V. Subjects and Themes	25	Students will create an art project using any media in relation to the themes.	A	<ul style="list-style-type: none"> <li>Subjects and themes will be integrated into the curriculum according to grade level, themes will be modified periodically in relation to classroom activities</li> </ul>	Teacher observation Student/teacher discussion	9.1.3B,C,E,I,J,K 9.2.3A,B,C,D,E,F,G, I,J,K,L 9.3.3D,F,G 9.4.3A,B,D
VI. Art Appreciation through Culture, Heritage, and Environment	26	Students will examine contemporary and past works of art.	A	<ul style="list-style-type: none"> <li>View and discuss various prints of artwork in relation to various artists</li> <li>Explore various artists, and focus, district wide, on the artworks of Henri Rousseau and Vincent van Gogh</li> </ul>	Student/teacher discussion	9.1.3A,B,C,D,E,F,I,J 9.2.3A,B,C,D,E,F,G, I,J,K,L 9.3.3A,B,C,D,E,F,G 9.4.3A,B,C,D

Unit	Num	Objective	Level	Content	Evaluation	Standards
	27	Students will explore art from different cultures.	A	<ul style="list-style-type: none"> <li>● View and discuss various prints of art in relation to different cultures, traditions, symbols, motifs, and holidays</li> <li>● Examine artworks of geographic regions, focusing on the region of South America</li> </ul>	Student/teacher discussion	9.1.3C,I 9.2.3A,C,D,E,F,G,H, J,K,L 9.3.3A,C,D,E,F 9.4.3A,B,D
VII. Craftsmanship Discipline and Safety in Art Processes	28	Students will develop pride, understanding, and craftsmanship in the process and in end products.	A	<ul style="list-style-type: none"> <li>● Compare and contrast examples of good and poor craftsmanship in artwork, praise is given for a job well done</li> </ul>	Student/teacher observation	9.1.3H,J,K
	29	Students will practice safety procedures during art processes.	A	<ul style="list-style-type: none"> <li>● Demonstrate the proper use of art tools and materials</li> </ul>	Student/teacher observation	9.1.3C,D,H,J,K 9.3.3B,C,F,G,E 9.4.3A,B,C