

Third Grade Art Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>August-October</p>	<p>Creating</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p>Presenting</p> <p>1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.</p>	<ul style="list-style-type: none"> - Review art room rules and procedures. - Landscape drawing - Shading for value-pipe robot drawing - Artists of importance relative to a particular style or movement. - Art history and artists as an introduction to a method (post-impressionism) - Art history discussing the life of a particular artist (VanGogh) -Discuss how art is preserved over time. - Create artwork with the characteristics of: a period of time, a style, a method, or an artist. -Oct. sewing lesson-simple running stitch on burlap to create a spider web <p>Instructional Resources: Teacher created handouts on elements</p>	<p>Formative Assessments: Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative Assessments: Graded art project- impressionist style landscape value drawings- pipe/robots</p> <p>Benchmark Assessment: BOY Benchmark</p> <p><u>Accommodations and Modifications</u></p>	<p>Interdisciplinary Standard: Math 3.G.A.1 Students will understand shape is an element of art Students will name geometric shapes and forms and draw shapes and forms and understand the difference between them</p> <p>Technology Standard: 8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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<p>November-December</p>	<p>Creating</p> <p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p>Presenting</p> <p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <p>Responding</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <p>Media Art</p>	<ul style="list-style-type: none"> - Use color to create a mood or visual tension. - Use color to create the illusion of three dimensional space. - Critique artwork on its emotional and on its aesthetic qualities. - Identify, use, and interpret important works of art and their artists. - Correctly identify artists' names, styles, media, geographic locations, or periods of time when viewing an art image. - Compare one style of artwork with another style. - Create a work of art in the style of an artist -Compare organic vs. geometric shapes - Mixing and blending colors. - Control the value of paint. 	<p>Formative Assessments:</p> <p>Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative Assessments:</p> <p>Graded color scheme project</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Speaking & Listening 3.1</p> <p>Students will engage in class discussions about various types of artwork. Students will use appropriate art vocabulary when talking about works of art</p> <p>Technology Standard:</p> <p>8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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<p>January-February</p>	<p>Creating</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p>	<p>- Build a clayware container making use of the coil method.</p> <p>- Understand basic ceramic vocabulary and functions of equipment.</p> <p>- Discuss the use of pottery throughout history- particularly Native American culture.</p> <p>Instructional Resources: PB examples of coil pottery Maria Martinez pottery</p>	<p>Formative Assessments: Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative Assessments: Graded coil pot</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard Social Studies 6.1.5.HistoryCC.4 Discussion on Native American beliefs and traditions when harvesting clay from the land.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view</p>
	<p>Responding</p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re7b: Analyze visual arts including cultural associations.</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p>	<p>Student Technology: iChromebooks</p> <p>Teacher Technology: ActiView ActivPanel</p>		<p>Technology Standard: 8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
	<p>Connecting</p> <p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p>			

<p>March-April</p>	<p>Creating</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>Media Art</p> <p>1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.</p> <p>1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.</p> <p>1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.</p> <p>1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.</p>	<ul style="list-style-type: none"> - Discuss different types of sculpture and show examples of each one: <ul style="list-style-type: none"> Additive Subtractive Modeling Construction Relief - Use one of these techniques to create a three-dimensional form. - Discuss the science of kinetic sculpture - View examples of kinetic sculpture - Study the artwork of Keith Haring - Sculpture that shows movement-cardboard figure sculptures that move -DoInk app to create video of moving Keith Haring sculpture <p>Instructional Resources: Scholastic Magazine</p> <p>Student Technology: iPads DoInk app</p>	<p>Formative Assessments: Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative Assessments: Graded sculpture Graded DoInk video</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard Health and Phys. Ed. 2.2.5.PF.2 Students will review and apply art tool safety.</p> <p>Technology Standard: 8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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<p>May-June</p>	<p>Creating</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>Media Art</p> <p>1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.</p> <p>1.2.5.Cr1e: Model ideas and plans in an effective direction.</p> <p>1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.</p> <p>1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.</p> <p>1.2.5.Cr2b: Model ideas, plan in an effective direction.</p> <p>1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.</p>	<p>- Weave on a simple loom</p> <p>- Use textile materials</p> <p>- Employ various techniques using textiles</p> <p>- Design and create a textile using the technique of weaving</p> <p>-Beaded Wampum bracelet</p> <p>Instructional Resources: The Art of Education Google Slide presentation on fiber arts from around the world https://ohiohistorycentral.org/w/Wampum Belt</p> <p>Student Technology: Chromebooks</p> <p>Teacher Technology: ActiView ActivPanel/Smartboard</p>	<p>Formative Assessments: Quizzes Homework/Class work Teacher Observation Student Participation</p> <p>Summative Assessments: Graded fiber arts project</p> <p>Benchmark Assessment: EOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Social Studies 6.1.5.HistoryUP.7: Explore fiber arts from various cultures around the world.</p> <p>Technology Standard: 8.2.5.ED.3: Follow step by step directions to create artwork, using appropriate tools to accomplish the task.</p>
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Alternate Assessments: Flower Study & Watercolor Application; Class Critiques

21st Century Standards: 9.1.4.A.1, 9.1.4.F.2

21st Century Skills: Critical thinking, Creativity, Collaboration, Communication, Technology literacy, Social skills

Career Ready Practices: CRP1, CRP2, CRP4, CRP6