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|  | **Third** |  |  |
|  | Unit 1: Creative Process |  |  |
|  | Unit 2: History of the Arts and Culture |  |  |
|  | Unit 3: Performance- Rhythm |  |  |
|  | Unit 5: Aesthetic Responses |  |  |
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| **Content Area: Art** | **Grade Level : Third**  |
| **Unit Title: Unit 1: Creative Process** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities.  |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
	+ **ICT Literacy**
		- **Apply Technology Effectively**
 | * **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| **Unit Title: Unit 1: Creative Process** | **Grade Level: Third**  | **Time Frame: September- October** |
| **Standard**: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. **Cumulative Progress Indicators:*** 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
* 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
 |
| **Enduring Understanding**:* Different painting styles of artists using a ruler and linear perspective to create space.
* Learning different artists and techniques.
* Learning how art is interdisciplinary in all subject areas.
* Learn how to use different watercolor techniques.
* How to create value using various media.
* How to create form using various media.
 | **Essentials Questions:*** How is form different than shape?
* What are the various forms around you?
* How can you create form on a 2D surface using value?
* What is value?
* How is art related to other subject areas?
* Where do you see art in your everyday life?
 |
| **Knowledge and Skills:*** Showing space on a 2D surface using the principles of design
* Introduce linear perspective
* Introduce various media to create 3D forms
* Reinforce the elements of art and basic vocabulary of color theory
* Reinforce composition and vocabulary
 | **Demonstration of Learning/Assessment:*** SWBAT show space on a 2D surface using the principles of design
* SWBAT identify different artists and their styles
* SWBAT create artwork in the style of Native Americans
* SWBAT create a piece of artwork using geometrical shapes and values on a computer program
 |
| **Suggested Tasks and Activities:*** Teach techniques by showing Master’s works
* Overlap mixed media to show value
* Manipulate different types of paper to show form
* **Graphic Design:** Creating a work of art on Paint 3D using value and geometrical shape
 | **Tech Integration:** * SmartBoard
* Brain Pop Jr.
* Google
* PowerPoint system
* Paint 3D
 |
| Resources: Smart Board, Brain Pop Jr., Google Images, books, PowerPoint, Incredibleart.org |

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| **Content Area: Art** | **Grade Level : Third**  |
| **Unit Title: Unit 2: History of the Arts and Culture** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities.  |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
	+ **ICT Literacy**
		- **Apply Technology Effectively**
 | * **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
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	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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| **Unit Title: Unit 2: History of the Arts and Culture**  | **Grade Level: Third** | **Time Frame: October- January** |
| **Standard**: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**Cumulative Progress Indicators:*** 1.2.5.A.1 Art and culture reflect and affect each other.
* 1.2.5.A.2 Characteristic approaches to content, form, style, and design define art genres.
* 1.2.5.A.3 Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
 |
| **Enduring Understanding:*** Understand the difference between lines of symmetry and radial symmetry.
* How artists use color to create mood or atmosphere.
* How artists show space using proportion, lines, overlapping and value.
* How different cultures use the elements of art to create many different effects in their final works, such as, Native Americans, African Americans, and patterns from India.
 | **Essentials Questions:*** How do artists convey a mood and/or atmosphere using color theory?
* How do math and art overlap?
* How do different cultures use the elements of art to create distinct works?
* What are different types of media that you can use to make form?
 |
| Knowledge and Skills:* Describe visual similarities and differences in artwork throughout history using various artists and their works
* Describe how an artists’ work is influenced by their culture
* Identify exact forms and particular characteristics that are influenced by geography, the materials available, and the personalities of the culture and of the artisans
 | **Demonstration of Learning/Assessment:*** SWBAT overlap oil pastels to create value
* SWBAT apply various techniques of folding paper forms
* SWBAT create artwork using value, proportion and perspective to create space on a flat surface
* SWBAT understand and demonstrate watercolor techniques
* SWBAT create artwork incorporating techniques or styles from other cultures in a graphic design
 |
| **Suggested Tasks and Activities:*** Reinforce use and blending of chalk and oil pastels
* Showing masks from around the world and creating 3D paper forms
* Creating abstract sculptures using various types of paper to manipulate into form
* Showing how art and math correlate showing works by M.C. Escher and use of tessellations
* Reinforce basic art vocabulary
* **Graphic Design:** Incorporate ideas from a specific culture to create a piece of artwork on Paint 3D
 | Tech Integration: * SmartBoard
* Brain Pop Jr.
* Google
* PowerPoint system
* Paint 3D
 |
| Resources: SmartBoard, Brain Pop Jr., Google images, Books with visuals, Stereo, teacher created PowerPoint |

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| **Content Area: Art** | **Grade Level : Third**  |
| **Unit Title: Unit 3: Performance**  |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities.  |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
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		- **Apply Technology Effectively**
 | * **Life and Career Skills**
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 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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| **Unit Title: Unit 3: Performance**  | **Grade Level: Third**  | **Time Frame: February - April** |
| **Standard**: 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. **Cumulative Progress Indicators:*** 1.3.5.D.1: The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
* 1.3.5.D.2: Contextual clues to culturally specific thematic content; symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
* 1.3.5.D.3: Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art making.
* 1.3.5.D.4: The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
* 1.3.5.D.5: There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.
 |
| **Enduring Understanding**:* Understand line, space, value and proportion to create the illusion of depth on a 2D surface
* How to use different watercolor techniques in creating a landscape.
* How to create a tessellation shape using mathematical proportions
* Understand how artists use color theory to create mood and/or atmosphere in a work of art
 | **Essentials Questions**:* What is proportion?
* How do artists use proportion?
* How do artists use color?
 |
| **Knowledge and Skills**:* Visual literacy of certain methods, media and techniques
* 2D shapes vs. 3D forms
* Different types of tessellations
* Color wheel showing primary, secondary & tertiary colors
* Oil pastel blending techniques
* Using color pencil to show gradation of hue
 | **Demonstration of Learning/Assessment**:* SWBAT create two and three dimensional works of art while exploring color, line, shape, form, texture and space
* SWBAT create a tessellation
* SWBAT create a series of drawings from their observations
* SWBAT represent themselves in art using computer applications
 |
| **Suggested Tasks and Activities:*** Explain mathematical equation and works by M.C. Escher
* Show various types of art genres (impressionism, cubism, realism)
* Open discussion informal critique
* **Graphic Design**: Create a 3D work of art representing themselves

Ex: character, icon, self-portrait- show mood or atmosphere  | **Tech Integration:** * SmartBoard
* Brain Pop Jr.
* Google
* PowerPoint system
* Paint 3D
 |
| **Resources**: SmartBoard, Brain Pop Jr., Google images, Books with visuals, Stereo, teacher created PowerPoint |

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| **Content Area: Art** | **Grade Level : Third**  |
| **Unit Title: Unit 4: Aesthetic Responses** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.**Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities.  |
| **21st Century Themes:** Global Awareness**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
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	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. **Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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| **Unit Title: Unit 4: Aesthetic Responses**  | **Grade Level: Third**  | **Time Frame: May- June** |
| **Standard**: 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. **Cumulative Progress Indicators:*** 1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
* 1.4.2.B.2 Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
* 1.4.2.B.3 Contextual clues are embedded in works of art and provide insight into artistic intent.
 |
| **Enduring Understanding:*** Student responses to different genres of art
* Understand that art is self-expression
* Each student has a personal preference
* Art is subjective
 | **Essentials Questions:*** What emotion was the artist trying to convey in this artwork?
* How does art make you feel?
* How do you express yourself through your art?
 |
| **Knowledge and Skills:*** Introduce some basic art vocabulary, e.g. elements of art, principles of design, proportion, landscape, horizontal, portrait, vertical, symmetry, monochromatic, tint, shade, and cubism
* Continued practice in coloring, cutting, pasting
* Introduce 3D media such as, yarn, pony beads, sequence
 | **Demonstration of Learning/Assessment:*** SWBAT create a non-objective piece using line
* SWBAT be aware of different kinds of symmetry
* SWBAT create 3D masks
* SWBAT understand the function of form
* SWBAT create a self-portrait showing an emotion using shapes
* SWBAT create a new piece of artwork by combining a self-portrait and their own rendition of a masterpiece
 |
| **Suggested Tasks and Activities:*** Show various types of art genres and artists
* Open discussion informal critique
* Introduce techniques on how to use various media
* **Graphic Design:** Incorporate an image of the student onto a digital masterpiece
 | **Tech Integration:** * SmartBoard
* Brain Pop Jr.
* Google
* PowerPoint system
* Paint 3D
 |
| **Resources:** SmartBoard, Brain Pop Jr., Google images, Books with visuals, Stereo, teacher created PowerPoint |