

**VISUAL ARTS CURRICULUM
GRADE 3
2008**

Mission: The arts contribute to the achievement of social, economic and human growth by fostering creativity and providing for expression beyond the limits of language.

Course Description

Students are introduced to unfamiliar art forms and materials and have opportunities to revisit a wide variety of previously explored creative outlets. Children are exposed to art in social and cultural contexts as appropriate to the age level. There is an emphasis on developing manipulative and observational skills and their applications. Art elements and principals are introduced and reinforced where applicable. Children work individually and cooperatively to develop creative and critical abilities. Co-curricular activities support and reinforce classroom experiences. Children are encouraged to develop joyful attitudes of self-expression and experimentation.

**Core Curriculum Content Standards
(New Jersey State Department of Education)**

STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural

reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

K-12.1.1.A.1. Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.

K-12.1.1.A.2. Communicate ideas reflecting on the nature and meaning of art and beauty.

K-12.1.1.A.3. Recognize works of art and art elements designed to imitate systems in nature.

B. Skills

K-12.1.1.B.1. Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art.

K-12.1.1.B.2. Compare and contrast works of art that communicate significant cultural meanings.

K-12.1.1.B.3. Apply qualitative terms when responding to works of art.

K-12.1.1.B.4. Create an arts experience that communicates a significant emotion or feeling.

Suggested activities may include, but are not limited to:

- Use posters and computer resources of historical paintings and different art styles to foster discussion and comparison.
- Read about famous artists and their work and share information.
- Model established artist's styles in their own work.
- Observe paintings of Rousseau. Create a drawing of an animal and put it in a setting similar to the jungle environment shown.

- Observe prints of ancient Greek red and black pottery. Use collage technique to replicate the classic urn shape and decorate the surface using stylized Greek inspired patterns and symbols.
- Doves of Peace–Combining the Dove as a symbol of peace with the style of pointillism, students will create individual works, which will be displayed together to create the feeling of unity promoted by Dr. King in his “I have a dream” speech.
- Explore the decorative manuscript art of the Pennsylvania Dutch culture, while creating comparable individual birth certificates. Using crayon and watercolor, students will make a symmetrical design, stressing stylized forms of decoration.

STANDARD 1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

D. *Visual Art*

K-12.1.2.D.1. Apply the basic principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to a work of art.

K-12.1.2.D.2. Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, printing inks and select appropriate tools in the production of works of art.

K-12.1.2.D.3. Generate works of art based on selected themes.

K-12.1.2.D.4. Investigate careers in the world of visual arts.

Suggested activities may include, but are not limited to:

- Follow classroom schedules and use time efficiently.
- Create a collage based on winter animal environments. Demonstrate correct use of scissors and glue in the making of project.
- Identify warm, cool and neutral colors in own and professional works. Use one color group to make a cardboard/yarn weaving.
- Draw a still life of manmade objects and shapes. Use overlapping to show depth. Introduce concepts of shading and source of light.
- Demonstrate use of ruler as a straight edge in a straight-line design. Problem solving skills are used in planning and trying to form a circular shape using straight lines only.
- Listening Game- Students will complete a simple drawing by listening to a list of 10 spoken sentences. Each is designed to create a visual picture, created with eyes closed. Focus is on the mechanics of drawing, not the results.
- Students will be exposed to the Polish holiday tradition of the Wycinanki art of cut paper, resulting in the completion of individual cut paper cards, which will demonstrate fine motor and scissor skills.
- Building on 2nd grade lesson using various types of line to create a drawing of a bird in an environment of their choice, students will draw a more intricate parrot and jungle background, following the sequence found in the book *Drawing with Children*. Demonstrate age appropriate skill.

STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

D. *Visual Art*

K-12.1.3.D.1. Identify the design principles of balance, harmony, unity, emphasis, proportion and rhythm/movement.

K-12.1.3.D.2. Identify elements and principles of design in specific works of art.

Suggested activities may include, but are not limited to:

- Use paper techniques to replicate the use of stained glass, in the style of Louis Comfort Tiffany. Discuss the history of stained glass and observe (Smartboard) pictures of stained glass designs.
- Working in groups of 4, students will demonstrate knowledge of the Op Art style of the 1960's. The designs are based on symmetry and repetition and painted in florescent colors, to be added to a cooperative mural, which is later displayed.
- Observe the shape and design of the snowflake. Research and discuss Wilson "Snowflake" Bentley. Use paper-folding techniques to fold and cut 6-sided paper flakes of various types.
- Create a tessellation using an oak tag template. Look at the work of M.C. Escher and observe and discuss his techniques.

- Observe a still life by Cezanne. Create a still life using seasonal fruits and vegetables. Be aware of overlapping shapes and positions of objects in the picture plane.
- Create a marker and brushed water enlarged flower painting. Discuss and observe the enlarged flower technique of Georgia O’Keeffe, using this as a model for individual works. Observe the blending of color as water is added to the marker lines.
- Introduce yourself in the poster style of Toulouse Lautrec. Observe and discuss the unique use of this theater style, while using their name, self-portrait and favorite activity as a basis for a poster about themselves.
- Read the book *Katie Meets the Impressionists* by James Mayhew (ISBN#0-531-30151-6) Observe the use of color and line in Monet’s “Haystack”, completing a crayon version of their own. Texture, color blending and use of dark and light colors to show perspective on a 2-D plane are stressed.

STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

K-12.1.4.A.1. Utilize basic arts terminology and arts elements in all four arts domains.

K-12.1.4.A.2. Recognize the value of critiquing one’s own work as well as the work of others.

B. Skills

K-12.1.4.B.1. Observe the basic arts elements in performances and exhibitions.

K-12.1.4.B.2. Formulate positive analysis of arts performances by peers and respond positively to critique.

K-12.1.4.B.3. Recognize the main subject or theme in a work of art.

Suggested activities may include, but are not limited to:

- Display finished work in the classroom and hall and discuss similarities and differences.
- Use a written guide to evaluate student's own artwork.
- Observe the work of professional artists to find methods to show distance on a 2-D plane, modeling those methods in a landscape of their own.
- Compare and discuss 4 of Vincent Van Gogh's paintings, with emphasis on how they each change the way we feel. Create own picture with this in mind, using color to change feelings. Utilize "hatching" technique with craypas to mimic Vincent's style.
- Explore various styles of art and artists, using a Venn diagram to communicate individual opinions on work presented. Example: comparison of styles of impressionist artists.
- Museum walk- Enjoy the culmination of the year's work, by walking through the school end of year art display, while exploring the vocabulary and artist's taught throughout the year. Children will give opinions while observing and hunt for words and artist styles, to discuss later in the classroom.

STANDARD 1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. *Knowledge*

K-12.1.5.A.1. Identify works of art from various historical periods and diverse cultures.

K-12.1.5.A.2. Recognize arts resources that exist in communities.

B. *Skills*

K-12.1.5.B.1. Describe the general characteristics of artworks from various historical periods and world cultures.

K-12.1.5.B.2. Examine art as a reflection of societal values and beliefs.

Suggested activities may include, but are not limited to:

- Students will be introduced to the unique facial styling of Picasso, using this style as a model for a finished team portrait. Individual self-portraits will be completed and cut into quarters, with pieces shared with partners and glued together to form Picasso style distortions of the human face.
- Students will be introduced to the lifestyle of the Alaskan Indians and their use of symbols in everyday life. Students will share differences between their family traditions and those of the Alaskan natives, followed by the creation of individual totem poles.
- Chinese Egg paintings–Students will observe and discuss the Chinese use of Egg painting (Smartboard). They will then complete a watercolor pencil dragon or cherry blossom design, using an egg template as a base.
- Chinese Dragon Motion Rings– In conjunction with the music class, students will assemble dragonhead rings with streamers, to be used in dance movements with Chinese music.
- Indian Lucky hands–decorated hands are considered signs of luck in the culture of India. Students will create a hand design of their own celebrating this cultural belief.

STANDARD 1.6: ALL STUDENTS WILL DEVELOP DESIGN SKILLS FOR PLANNING THE FORM AND FUNCTION OF SPACE, STRUCTURES, OBJECTS, SOUND, AND EVENTS

Descriptive Statement: The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business or community. Elements of design affect nearly all aspects of daily living.

Cumulative Progress Indicators

By the end of Grade 4, students will:

- Use architecture rubbing plates as a basis for the design of a city skyline. Add details, such as doors and windows, with black crayon.

A. Knowledge

K-12.1.6.1. Identify and state needs and opportunities for design in the contexts of home, school, recreation, and play.

B. Skills

K-12.1.6.2. Plan and execute solutions to design problems.

Suggested activities may include, but are not limited to:

- Use architecture rubbing plates as a basis for the design of a city skyline. Add details, such as doors and windows, with black crayon.
- Discuss the role of an architect in planning and building of a house. Make plans for a dream house, inside and out.
- Design and construct a record album, using rock and roll themes from the 50's and 60's.
- Using Monet's "Japanese Woman" to illustrate the concept of overlap, use paper to cut the shape of a large glass container with a lid. Use a candy shaped template to fill the jar with

- overlapping shapes, to show depth in the design. Color according to the candy illustrated.
- Observe various cardboard cereal boxes. Listing necessary information such as weight and nutritional value, design a box for a new and exciting breakfast cereal.
 - Discuss the architectural mistakes made in the building of the Leaning Tower of Pisa and the engineering solutions recently made. Using a paper model of the tower, students will draw their own solution to the problem, with special attention given to the direction of the lean and the result of their intervention.
 - Develop a plan for the use of space in a classroom. Include areas for various activities and learning space as well as teacher and student work areas. Use graph paper to draw a floor plan of the room.

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.

Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
4. Produce a simple finished document using word processing software.
5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
6. Create and present a multimedia presentation using appropriate software.
7. Create and maintain files and folders.
8. Use a graphic organizer.
9. Use basic computer icons.

B. Application of Productivity Tools

Social Aspects

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:
 - * Internet access
 - * Copyrighted materials
 - * On-line library resources
 - * Personal security and safety issues
3. Practice appropriate Internet etiquette.
4. Recognize the ethical and legal implications of plagiarism of copyrighted materials.

Information Access and Research

5. Recognize the need for accessing and using information.
6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.
7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.
10. Identify basic hardware problems and solve simple problems.

Suggested activities may include, but are not limited to:

- Understand accessing and using information as students share examples of the artwork and styles of various artists, to be used to foster collaborative classroom discussion. This type of technological use is made possible by the use of the classroom Smartboard.
- Using the Smartboard Venn diagram resources, students may compare various artworks, writing their opinions with Smartboard tools. Updated to be grade level appropriate.
- Using computer icons, students can access art images from search engines such as Google/images. This can be done in the art room or technology lab with the help of the classroom teacher.
- Understand the use of graphic organizers with groupings of art works done by the same artist and saved in a folder.

- Visit museum sites online and apply information to projects.
- Share art websites with classroom teachers in order to allow reinforcement time in the art lab. Sites shared may include the following:

www.metmuseum.org (Metropolitan Museum of Art)

www.moma.org/destinations/ (Museum of Modern Art)

www.nga.gov/kids/kids.htm (National Gallery of Art)

www.artbma.org (Baltimore Museum of Art)

www.sprej.com (9 minute spray painting video)

www.suelebeau.com/arts.htm (links to art sites)

www.alifetimeofcolor.com/ (color graphing skills)

www.philamuseum.org (Philadelphia Museum of Art)

CROSS-CONTENT WORKPLACE READINESS

All students will:

Develop career planning and workplace readiness skills.

Use technology, information and other tools.

Use critical thinking, decision-making and problem-solving skills.

Demonstrate self-management skills.

Apply safety principles.

INSTRUCTIONAL STRATEGIES

Step-by-Step Demonstrations/examples of finished work

Participation in activities/museum shows/contests

Collaborative learning

Gallery and school displays

Independent projects

Computer Use/Smartboard

Books on artists/artwork appropriate to grade level.

EVALUATION/ASSESSMENT OF STUDENTS:

All students will be evaluated according to multiple indicators such as: Portfolio development, production efforts, critique and participation in classroom discussion. A Rubric may be used to evaluate individual effort. (See attached)

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-year Curriculum Review schedule.

Additional Resources/Bibliography

- State of NJ Department of Education, Core Curriculum Content Standards, 2004,
Retrieved from <http://education.state.nj.us/cccs/>
- Art Fun, 1997, F & W Publications, Cincinnati, Ohio, ISBN#0-89134-833-6
- Art and Writing Throughout the Year, 1989, Fearon Teacher Aides, Belmont, CA
ISBN# 0-8224-0499-0
- Craft Fun, 1997, F & W Publications, Cincinnati, Ohio, ISBN # 0-89134-834-4
- Drawing with Children, 1986, Mona Brookes, Tarcher, Inc., Los Angeles, CA
ISBN# 0-87477-395-4
- Easy Art Projects for Every Month of the School Year, 1990, Irene Robbins,
Parker Publishing, West Nyack, NY, ISBN# 0-13-223744-X
- Games for Teaching Art, 1995, Sandra Alger, J. Weston Walsh, Portland, MA,
ISBN# 0-8251-2652-5
- Getting to Know the World's Greatest Artists Series, Mike Venezia, 1993,
Children's Press, Danbury, CN, ISBN#0-516-02297-0
- The Kid's Encyclopedia of Things to Make and Do, 1981, R. Rasmussen, Toys and
Things Press, St. Paul, MN, ISBN# 0-934140-51-0
- Masterpieces Coloring Book, 1981, Mary Martin, Running Press, Philadelphia, PA
ISBN# 0-7624-0945-2
- Survival Kit for the Elementary and Middle School Art Teacher, 2000, Helen Hume,
Jossey-Bass, San Francisco, CA, ISBN# 0-13-092574-8
- Teach Art to Children, 2001, Joy Evans, Evan Moore Educational Publishers, Monterey,
CA, ISBN# 1-55799-811-6

RUBRIC FOR GRADING ART

- A–Excellent, Outstanding, Exemplary 90–100%
B–Above Average, Very Good, Acceptable 80–90%
C–Average, Good, Not yet Acceptable 70–80%
D–Below Average, Needs Improvement, Barely Acceptable 60–70%
F–Unsatisfactory, Poor, Unacceptable 59% and below

ELEMENTS OF DESIGN: LINE, TEXTURE, COLOR, SHAPE/FORM, VALUE, SPACE PRINCIPLES OF DESIGN: REPETITION, BALANCE, EMPHASIS, CONTRAST, UNITY

A: Planned carefully, made several sketches, and showed an awareness of the elements and principles of design; chose color scheme carefully, used space effectively.

B: The artwork shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of filling the space adequately.

C: The student did the assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned.

D: The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning.

F: The student did the minimum or the artwork was never completed.

Creativity/Originality

A: The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; made connections to previous knowledge; demonstrated understanding problem solving skills.

B: The student tried a few ideas for selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solve the problem in logical way.

C: The student tried in idea, and help out adequately, but it lacked originality; substituted "symbols" for personal observation; might have copied work.

D: The student fulfilled the assignment, but gave no evidence of trying anything unusual.

F: The student showed no evidence of original thought.

Effort/Perseverance

A: The project was continued until it was complete as the student could make it; gave it effort far beyond that required; to pride in going well beyond the requirement.

B: The student work hard and completed the project, but with a loom or effort it might have been outstanding.

C: The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy project and did it indifferently.

D: The project was completed with minimum effort.

F: The student did not finish the work adequately.

Craftsmanship/Skill/Consistency

A: The artwork was beautiful and patiently done; it was as good as hard work could make it.

B: With a little more effort, the work could have been outstanding; lacks the finishing touches.

C: The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless.

D: The student showed below average craftsmanship, lack of pride in finished work.

F: The student showed poor craftsmanship; evidence of lazy this or lack of understanding.

Group Cooperation/Attitude

A: The student work toward group goals, effectively performed a variety of roles in group work, followed through on commitments, was sensitive to the feelings and knowledge level of others, willingly participated in necessary preparation or work for classroom.

B: The student participated enthusiastically, followed through with commitments, performed more than adequately, assisted in preparation and cleanup.

C: The student mostly allowed others in the group to make all the decisions, did his or her share of work adequately, assisted in preparation and cleanup when asked.

D: The student allowed others to do most of the work, did participate minimally, did the minimum amount.

F: The student was part of the group, but did almost nothing toward group goals, did a minimal amount of preparation and cleanup.