

Curriculum Map

Visual Art

Third Grade

<u>Concept</u>	<u>Essential Question</u>	<u>Content</u>	<u>Skills</u>	<u>Assessment</u>	<u>Standards</u>
Line	<p>What are the various types of lines?</p> <p>How do artists use line in their artwork?</p>	<p>Identify a variety of lines & line qualities.</p> <p>Employ a variety of lines & line qualities to create artwork.</p>	<p>Perceive/use line contour.</p> <p>Use line in observational drawing.</p> <p>Use line to capture gesture.</p> <p>Identify & create visual texture.</p> <p>Use line variety for ornamentation.</p> <p>Use line to organize a composition.</p> <p>Describe & use line to show movement.</p>	<p>-Artwork</p> <p>-Teacher observation</p> <p>-Annual written test</p> <p>-student/teacher conferencing</p> <p>-student’s verbal responses</p>	<p>Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>Standard 1.2 CPI: 1.2.5.A.2</p> <p>Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1; 1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5</p> <p>Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4</p>
Color	<p>What are the color families?</p> <p>How do artists use color in their artwork?</p> <p>How is color important in everyday life?</p>	<p>Identify colors & color families.</p> <p>Apply color for personal & artistic use.</p>	<p>Use color to communicate mood & expression.</p> <p>Use color for emphasis.</p> <p>Use color to indicate temperature.</p>	<p>-Artwork</p> <p>-Teacher observation</p> <p>-Annual written test</p> <p>-student/teacher conferencing</p> <p>-student’s verbal responses</p>	<p>Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>Standard 1.2 CPI: 1.2.5.A.2</p> <p>Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5;</p>

			<p>Discriminate between natural & unnatural color.</p> <p>Identify & employ color families.</p> <p>Identify colors & color families on the color wheel.</p>		<p>1.3.5.D.1;1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5</p> <p>Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4</p>
Space	<p>How can you create depth of space/perspective in 2D work?</p> <p>Why is it important to understand depth of space/ perspective?</p>	Artists use placement, size, & overlapping to create space in their artwork.	<p>Identify & use horizon line.</p> <p>Identify & create composition w/ foreground, middleground, and background.</p> <p>Create the illusion of space through differences in size & overlapping.</p>	<p>-Artwork</p> <p>-Teacher observation</p> <p>-Annual written test</p> <p>-student/teacher conferencing</p> <p>-student’s verbal responses</p>	<p>Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1 Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>Standard 1.2 CPI: 1.2.5.A.2</p> <p>Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5</p> <p>Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4.5.D.2</p>
Shape/Form	<p>What is the difference between an organic /free-form shape and a geometric shape?</p> <p>What is the difference between a 2D and 3D object?</p> <p>How do artists create 3D form on a 2D surface?</p>	Understand how shape and form are related.	<p>Identify & create organic & geometric shapes.</p> <p>Distinguish between 2D shape & 3D forms.</p> <p>Create 2D & 3D artworks.</p>	<p>-Artwork</p> <p>-Teacher observation</p> <p>-Annual written test</p> <p>-student/teacher conferencing</p> <p>-student’s verbal responses</p>	<p>Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>Standard 1.2 CPI: 1.2.5.A.2</p> <p>Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.4;</p>

<p>Texture</p>	<p>What are visual texture and actual texture?</p> <p>How can artists create visual texture?</p> <p>How can artists create actual texture?</p>	<p>Understand how visual and actual textures occur in natural and man-made objects.</p>	<p>Use correct terminology to identify 2D shapes in their 3D forms.</p> <p>Distinguish between actual & visual texture.</p> <p>Create visual texture with line, shape, color, & pattern.</p> <p>Use texture for ornamentation.</p> <p>Identify texture in natural & man-made forms.</p>	<p>-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student’s verbal responses</p>	<p>1.3.5.D.5</p> <p>Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4</p> <p>Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>Standard 1.2 CPI: 1.2.5.A.2</p> <p>Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5</p> <p>Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4</p>
<p>Pattern/Rhythm</p>	<p>What are manmade patterns and natural patterns?</p> <p>How can you create patterns?</p> <p>How can patterns create movement?</p>	<p>Understand how random & repeated patterns are created by man & nature.</p> <p>Understand that repetition can create visual texture & movement.</p>	<p>Create patterns using repetition of line, color, and shape.</p> <p>Identify & use random & natural patterns in artwork.</p> <p>Create ornamentation with patterns.</p> <p>Use pattern to create movement & texture.</p>	<p>-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student’s verbal responses</p>	<p>Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>Standard 1.2 CPI: 1.2.5.A.2</p> <p>Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1;1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5</p> <p>Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.2.B .1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4</p>

<p>Balance</p>	<p>How are symmetry/ balance similar/ different?</p> <p>How can balance be achieved in art?</p>	<p>Identify & use symmetrical balance in man-made and natural objects.</p>	<p>Create symmetrical artwork.</p>	<p>-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student’s verbal responses</p>	<p>Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>Standard 1.2 CPI: 1.2.5.A.2</p> <p>Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4; 1.3.2.D.5; 1.3.5.D.1; 1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5</p> <p>Standard 1.4 CPI: 1.4.2.A.4; 1.4.5.A.2; 1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.4</p>
<p>Historical and Cultural Context</p>	<p>How is art similar/ different across cultures?</p> <p>How does art connect cultures together?</p> <p>How is history connected to art?</p>	<p>Create artwork employing characteristics of various cultures and art styles.</p> <p>Use age appropriate terminology to discuss historical & cultural context in art.</p>	<p>Identify culturally specific characteristics in artwork.</p> <p>Identify cultural themes in art.</p> <p>Identify artists & art styles by their specific characteristics.</p> <p>Understand that ways that history & culture influence art.</p> <p>Analyze historical & cultural in art.</p> <p>Understand how art influences history & cultures.</p>	<p>-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student’s verbal responses</p>	<p>Standard 1.1 CPI: 1.1.2.D.1; 1.1.5.D.2</p> <p>Standard 1.2 CPI: 1.2.2.A.1; 1.2.2.A.2; 1.2.5.A.1; 1.2.5.A.2; 1.2.5.A.3</p> <p>Standard 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.5; 1.3.5.D.1; 1.3.5.D.2; 1.3.5.D.3; 1.3.5.D.4; 1.3.5.D.5</p> <p>Standard 1.4 CPI: 1.4.2.A.1; 1.4.2.A.2; 1.4.2.A.3; 1.4.2.A.4; 1.4.5.A.1; 1.4.5.A.2; 1.4.5.A.3; 1.4.2.B.1; 1.4.2.B.3</p>

<p>Aesthetics and Critique</p>	<p>What is art? Why do we create art?</p>	<p>Use age appropriate terminology to discuss art.</p> <p>Realize that art evokes emotion.</p> <p>Students will understand that artwork is unique to individuals.</p> <p>Students will see artwork as an extension of themselves.</p>	<p>Compare & contrast artwork & art styles.</p> <p>Identify themes in artwork.</p> <p>Identify elements & principles in artworks made by self, peers, & artists.</p> <p>Describe feelings created in & by artworks.</p> <p>Use their own artwork to express personal feelings and mood.</p>	<p>-Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses</p>	<p>Standard 1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>Standard 1.2 CPI: 1.2.2.A.1; 1.2.2.A.2; 1.2.5.A.1; 1.2.5.A.2; 1.2.5.A.3</p> <p>Standard 1.3 CPI: 1.3.2.D.3; 1.3.5.D.2; 1.3.5.D.3; 1.3.5.D.4</p> <p>Standard 1.4 CPI: 1.4.2.A.1; 1.4.2.A.2; 1.4.2.A.4; 1.4.5.A.1; 1.4.5.A.2; 1.4.5.A.3; 1.4.2.B.1; 1.4.2.B.2; 1.4.2.B.3; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.3; 1.4.5.B.4; 1.4.5.B.5</p>
<p>Interdisciplinary Connections</p>	<p>How is art connected to other academic subjects? What is the impact of art in everyday life?</p>	<p>Students will make connections between art concepts and lessons learned in other areas.</p>	<p>Make connections between visual arts and performing arts.</p> <p>Identify art concepts seen in other school subject areas.</p> <p>Make personal connections with visual arts.</p> <p>Identify places and products that involve the work of artists.</p>	<p>-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses</p>	

			<p>Identify how the arts influence other subject areas.</p> <p>Understand that other subject areas influence art creation.</p>		
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