

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM - X

DATE: March 8, 2013

CONTENT AREA: VISUAL ARTS - THIRD GRADE

SUPERVISOR:	CURRICULUM REVISION TEAM:
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WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

As scheduled on the five-year curriculum revision cycle

Other - All department courses reviewed and revised to 2009 NJCCCS

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

Yes

No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

SM 4.24.13 Approved by Assistant Superintendent

TL 4/11/13 Approved by Education Committee

Board of Educ. Approved
4/22/13

y Board of Education

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

VISUAL ARTS CURRICULUM

THIRD GRADE

AUGUST 2012

Fine & Performing Arts Department

Third Grade Art

Course Overview

This course provides students with a visual art experience that will take place in one forty minute class period every six school days. This totals to be 30 class periods per year. The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which include:

- 1.1 The Creative Process
- 1.2 History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

Where appropriate, links to the Common Core State Standards for English Language Arts and Mathematics have been included, along with the NJCCCS for Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers.

In this course, students will be introduced to an American artist's artwork, a specific style of art, two-and three-dimensional works of art, a career specific to visual art, a specific artwork from a culture outside of America, a woman artist, and a diverse historical time period. Students will be exposed to various art materials that will be selected to specifically develop the skills stated in the State Standards.

<p>Enduring Understandings:</p>	<p>Through learning about:</p> <ol style="list-style-type: none"> 1. Georgia O'Keeffe, one will learn that women can be artists. 2. the art of Native Americans, one will learn about diverse historical time periods. 3. the art of Native Americans, students will learn about the culture of Early America. 4. the art of Native Americans, students will learn about a career as a crafter. 5. decorative sculpture made of clay, students will learn about three-dimensional art. 6. the art of Paul Cezanne, students will learn about two-dimensional art. 7. the art of Georgia O'Keeffe, students will learn about the Abstract style of art . 8. Georgia O'Keeffe, one will learn that Americans are artists.
<p>Unit/Skill: Abstract Painter</p>	
<p>Days</p>	<p>6 class periods</p>
<p>NJCCCS</p>	<ol style="list-style-type: none"> 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art. 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. 1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art. 1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.
<p>NJCCCS CPI</p>	<ol style="list-style-type: none"> 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life. 1.2.5.A.2 Relate common artist elements that define distinctive art genres in visual art. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications. 1.4.5.B.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria. 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art. 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design. <p>How do artists communicate nature and beauty through art? How does nature inspire art?</p>
<p>Essential Questions</p>	<p>How do artists communicate nature and beauty through art? How does nature inspire art?</p>
<p>Skills The Student Will...</p>	<p>Be introduced to the art of American woman painter, Georgia O'Keeffe. Enlarge an object to the point of abstraction demonstrated through the use of technology. Apply one's knowledge of positive and negative space in a composition. Apply one's knowledge of color mixing to create many tints and shades to be used in their painting. Apply one's knowledge of color families to include complimentary color in the composition. Label finished artwork.</p>
<p>Assessment</p>	<p>Creation of a Value Scale Labeled artwork to distinguish color families that were used Teacher created Rubric</p>

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Literacy Integration	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
Health and Phys Ed Integration	2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
Science Integration	5.1.4.D.3 Demonstrate how to safely use tools, instruments, and supplies.
Technology Integration	8.1.4.E.2 Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks
21st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

Unit/Skill: Still Life Composition

Days	5 class periods
NJCCCS	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art.</p> <p>1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.</p>
NJCCCS CPI	<p>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.2.5.A.2 Relate common artist elements that define distinctive art genres in visual art.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design</p> <p>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p>
Essential Questions	<p>Why do artists choose the theme of their artwork?</p> <p>How does observation of an object change the way you create it?</p>

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<p>Skills The Student Will...</p>	<p>Be introduced to the artist Paul Cezanne and his signature paintings. Define still life as a category of visual art. Draw from observation not imagination. Discuss value and form and apply it to a drawing. Create a still life using interesting composition. Assemble finished product for display by mounting and/or labeling it.</p>
<p>Assessment</p>	<p>Compare and contrast still life and other genres of artwork through a Venn Diagram Teacher designed worksheet using value to create a form Checklist for finished artwork</p>
<p>Literacy Integration</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
<p>Science Integration</p>	<p>5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.</p>
<p>21st Century Life & Careers</p>	<p>9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p>
<p style="text-align: center;">Unit/Skill: Native American Weaving</p>	
<p>Days</p>	<p>5-6 class periods</p>
<p>NJCCCS</p>	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art. 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. 1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art. 1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.</p>
<p>NJCCCS CPI</p>	<p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life. 1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs. 1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surrealist, optical, impressionistic), and experiment with various compositional approaches influenced by these styles. 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>
<p>Essential Questions</p>	<p>How does a culture influence the style of artwork? How do artists use various media to create specific artworks?</p>

Skills The Student Will...	Learn about the Native Americans through their artwork and culture. Learn that crafting is a career. Discuss the patterning and embellishment on Native American utilitarian pieces. Produce a weaving using various weaving methods, such as: warping a loom, straight weave, basket weave, rya knots and/or dovetailing. Evaluate whether the finished product is functional or decorative.
Assessment	Round Robin question and answer vocabulary words specific to the project. Rubric to assess finish product
Literacy Integration	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
Health & Phys Ed Integration	2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
Social Studies Integration	6.1.4.D Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
21st Century Life & Careers	9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

Unit/Skill: Decorative Clay Sculpture

Days	2-3 class periods
NJCCCS	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art. 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. 1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art. 1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.
NJCCCS CPI	1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.4.5.B.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria. 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art. 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.
Essential Questions	How do artists communicate nature and beauty through art? Why do artists choose specific themes for their artwork?

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Skills The Student Will...	Select an object from nature to inspire a sculpture. Create a hand built sculpture out of clay. Apply the skill of joining two pieces of clay in a sculpture. Apply color to the sculpture so that it resembles the object from nature using items such as: glaze, watercolor and/or tempera paint.
Assessment	Student checklist of skills on finished sculpture: successfully attach pieces of clay, resemble an object from nature, good craftsmanship, etc.
Literacy Integration	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
Science Integration	5.1.4.D.3 Demonstrate how to safely use tools, instruments, and supplies.
21st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

Unit/Skill: Sketchbook/Leonardo Da Vinci

Days	Ongoing throughout each class and unit.
NJCCCS	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art. 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. 1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art. 1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.
NJCCCS CPI	1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design
Essential Questions	Why do artists keep a sketchbook? How is a visual journal helpful to the artist?
Skills The Student Will...	Be introduced to the 'father' of the sketchbook, Leonardo Da Vinci. Define the purpose of a sketchbook. Apply their understanding of a sketchbook as an artist's tool.
Assessment	Teacher checklist based on sketchbook assignments.
Literacy Integration	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
Science Integration	5.1.4.C.1 Monitor and reflect on one's own knowledge regarding how ideas change over time.

Social Studies Integration	6.1.4.C Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
21st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

Unit/Skill: Elements of Design – Third Grade Level	
Days	Ongoing throughout each class and unit.
NJCCCS	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art.</p> <p>1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.</p>
NJCCCS CPI	<p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p>
Essential Questions	<p>Why does art have its own language? How are the elements used in specific works of art?</p>
Skills The Student Will...	<p>At the Third Grade level, students will be building on their knowledge of the Elements of Design by doing the following:</p> <p>Line: Shape: Color: Form: Texture: Value: Space:</p> <ul style="list-style-type: none"> -build on previous knowledge. -build on previous knowledge. -apply monochromatic colors to an artwork (Georgia O'Keeffe). -show knowledge of complementary colors (Georgia O'Keeffe). -demonstrate proper mixing of colors (Georgia O'Keeffe). -create a three-dimensional sculpture with clay using the skill of attaching two pieces of clay (Decorative Clay Sculpture). -create texture through pattern in weaving (Native American Weaving). -create value through monochromatic painting (Georgia O'Keeffe). -demonstrate their understanding of positive and negative space (Georgia O'Keeffe).
Assessment	<p>Analyze Value Scale for correct use of color mixing Find complementary colors by partnering up with a classmate that has a complimentary color.</p>

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	Sketchbook Assignments to support concepts (sketchbook assignments and worksheets can be found on the internet)
Literacy Integration	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
Health & Phys Ed Integration	2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
Science Integration	5.1.4.C.1 Monitor and reflect on one's own knowledge regarding how ideas change over time.
Social Studies Integration	6.1.4.D Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
21st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

This listing is a partial glossary of Visual Art specific terms used in the Hillsborough Township Public Schools K-12 Visual Arts Curriculum. Items marked with an asterisk (*) indicate terms which are also included as Elements of Art and Principles of Design in the glossary of the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

ELEMENTS OF DESIGN

LINE*	1. a connection of two points in space 2. an edge 3. one dimension, length
SHAPE*	1. a two dimensional object having length and width 2. any <i>flat</i> area with inside and outside spaces defined by an edge (circle, square, etc.)
FORM*	A three dimensional object having length and width and depth
TEXTURE*	The way something feels by actual touch or by sight
VALUE	The lightness to darkness of a color
SPACE*	The area around, above, below (negative space) and within an object (positive space)
COLOR* or HUE	The way an object appears when light is reflected off of it, or emitted by it
	Primary red, blue yellow
	Secondary orange, green violet
	Intermediate or Tertiary red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green
	Tint any color plus white
	Shade any color plus black
	Tone any color plus white and black
	Warm colors orange, red and yellow
	Cool colors green, violet and blue
	Intensity the brightness or dullness of a color
	Analogous colors next to each other on the color wheel
	Complementary colors opposite each other on the color wheel

PRINCIPLES OF DESIGN

BALANCE*	An equilibrium within the design area (deals with weight distribution); two kinds: 1. symmetry: formal balance; weight is equal side to side, items are similar or identical 2. asymmetry: informal balance; weight is equal side to side, but the items are not similar or identical
HARMONY	The similarities between the elements of design (i.e. harmony of line, harmony of shape, harmony of form, harmony of texture, harmony of value, harmony of space and harmony of color)
CONTRAST	The differences between the elements of design; helps to create visual interest (i.e. contrast of line, contrast of shape, contrast of form, contrast of texture, contrast of value, contrast of space and contrast of color)
DOMINANCE or EMPHASIS*	The most important element of design in the composition, that which your eye sees first, the center of interest (i.e. dominance of line, dominance of shape, dominance of form, dominance of texture, dominance of value, dominance of space, dominance of color)
MOVEMENT	Combining elements to cause the viewer's eye to travel over the work; the way the artist makes your eye sweep over the work in a certain manner (i.e. circular movement, triangular movement, etc.); after the dominant item, that which your eye sees second, third, fourth, etc.
GRADATION	Combining elements using a series of gradual changes in those elements (i.e. gradation of line, gradation of shape, gradation of form, gradation of texture, gradation of value, gradation of space, gradation of color)
RHYTHM*	Repeated elements that create a visual tempo or beat
PROPORTION*	The relationship of certain elements to the whole and to each other
UNITY*	Describes the total effect of a work of art through effective use of the elements and principles of design; refers to the look and feel of wholeness and oneness in a work of art made evident by the <i>balance of harmony and contrast</i> (an equal weight distribution of similarities and differences of the elements within the artwork)