

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**  
**HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS**  
**ART CURRICULUM**  
**GRADE 3 ART**  
**AUGUST 2019**

## **Grade 3 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 with care and effort has been aligned with the New Jersey Core Content Curriculum Standards and National Fine and Performing Arts Standards.

Third-grade students will build upon their prior art experiences, by strengthening their use of art materials and procedures. The units include painting, sculpture, ceramics, collage and the elements of art. This aligns closely with the courses offered at the high school level. Additionally, social growth and cognitive skills are continuing to develop as students practice basic art studio behavior and routines. Within each unit, art history, proper use of materials and critique will be covered. The elements of art will be used to support all units and will not function independently. Through the units of study, students will be introduced to artists and their styles of art from various cultures, career-specific visual art, and diverse historical time periods. The art program enables third graders to develop the skills to visually communicate and verbalize their thinking to create personal connections. Through an exploration of varied media including drawing, painting, printmaking, textiles and sculpture, students build on their basic art-making skills learned at the lower elementary level, while developing critical and creative thinking skills.

2019 HTPS Visual Arts Curriculum Map – Grade 3 Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Painting Tempera and/or Watercolor</b>	Variable to allow for choice based art activities.	<p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</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</p>	<p>How does nature inspire art?</p> <p>How can color affect the outcome of an artwork?</p> <p>How can emotions be expressed through art?</p> <p>What is proportion and why is it important?</p> <p>How can we create variations in art?</p>	<p>Show a thorough understanding of how to use materials properly</p> <p>Practice developing variation observation and to create complex and student interesting pieces of art.</p> <p>Show a thorough understanding of how to use materials properly</p>	<p>Be introduced to a variety of new painters and their techniques.</p> <p>Play with <b>scale</b> to enlarge an object to the point of <b>abstraction</b>.</p> <p>Apply one's knowledge of <b>positive</b> and <b>negative space</b> in a composition.</p> <p>Apply one's knowledge of color mixing to create many <b>tints</b> and <b>shades</b> to be used in their painting.</p> <p>Apply one's knowledge of color families to include <b>complementary color</b>.</p> <p>Label finished artwork.</p>	<p>Creation of a <b>Value Scale</b> with a minimum of 5 hues.</p> <p>Labeled artwork to distinguish color families that were used.</p> <p>Teacher created <b>rubric</b></p> <p>Teacher observation and student <b>self-assessment</b></p> <p>Peer response to the artwork.</p> <p>Continue to build upon students' knowledge of the different types of paint and their attributes.</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>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.</p> <p>5.1.4.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p> <p>8.1.4.E.2 Evaluate the</p>	<p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and</p>

		<p>experiment with various compositional approaches influenced by these genres.</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> <p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art.</p> <p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>					<p>accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks</p>	<p>innovation.</p>
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<b>Fibers/ Weaving</b>	Variable to allow for choice based art activities.	<p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.2.5.A.1 Recognize works of visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive</p>	<p>How does a culture influence the style of artwork?</p> <p>How do artists use various media to create specific artworks?</p> <p>How does a person's need influence their artistic outlet?</p> <p>How does the environment influence the artist's art?</p>	<p>Identify different attributes in art from various cultures.</p> <p>Become familiar with different materials artists use based off of what's accessible in their environment.</p> <p>Artists create for various reasons.</p>	<p>Learn about various cultures and their artwork.</p> <p>Learn that <b>crafting</b> is a career.</p> <p>Discuss the patterning and embellishment of <b>utilitarian pieces</b>.</p> <p>Understand how artists can create for needs of <b>self-expression</b> as well as <b>utilitarian</b>.</p> <p>Evaluate an artwork that is showing <b>self-expression</b> as well as <b>functional</b>.</p> <p>Produce a weaving using various weaving methods, such as: <b>warping</b> a</p>	<p>Round Robin question and answer vocabulary words specific to the project. Rubric to assess a finished product</p> <p>Categorize artworks based on their style and or function.</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>9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

		<p>visual statements and that employ the elements of art and principles of design.</p> <p>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, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the</p>			<p><b>loom, straight weave, basket weave, rya knots and/or dovetailing.</b></p> <p>Evaluate whether the finished product is functional or decorative.</p>			
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		<p>physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</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.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of</p>						
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		critiques by peers.						
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2019 HTPS Visual Arts Curriculum Map – Grade 3 Art

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<b>Drawing</b>	Variable to allow for choice based art activities.	<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</p>	<p>What conditions attitudes behaviors support creativity and innovative thinking?</p> <p>Why do artists choose the theme of their artwork?</p> <p>How does the observation of an object change the way you create it?</p>	<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Drawing tools can be used to create different effects.</p>	<p>Investigate personal ideas through drawing.</p> <p>Be introduced to various artists and their drawing techniques.</p> <p>Define <b>still life</b> as well as other categories of visual art.</p> <p>Draw from observation not imagination.</p> <p>Create a <b>preliminary drawing</b> to aid in a successful and meaningful composition.</p> <p>Discuss <b>value</b> and <b>form</b> and apply it to a drawing.</p>	<p>Compare and contrast still life and other genres of artwork through a <b>Venn Diagram</b></p> <p>Teacher designed worksheet using value to create a form</p> <p>Checklist for finished artwork</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>5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.</p>	<p>9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

		<p>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</p>			Assemble finished product for display by mounting and/or labeling it.			
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		<p>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>							
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<b>Ceramics- Creation of an artistic piece using clay.</b>	Variable to allow for choice-based art activities.	<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>1.3.5.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,</p>	<p>How do artists work?</p> <p>How do artists learn from trial and error?</p> <p>Why do artists choose specific materials for their artwork?</p> <p>How do artists and designers care for materials, tools, and equipment?</p>	<p>Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.</p> <p>Artists create artwork with materials that are available and give the desired effect.</p>	<p>Understand how art is affected by weather and its environment.</p> <p>Analyze how nature can inspire an artwork.</p> <p>Create a hand-built sculpture out of clay.</p> <p>Apply the skill of <b>joining</b> two pieces of clay in a sculpture.</p> <p>Communicate using appropriate clay terminology: Score and slip Leather hard, bone dry, pliable, bisqueware / greenware, fired, and glaze</p> <p>Make viable connections between every day and art.</p>	<p>Select an object from nature to inspire a sculpture.</p> <p>Create a hand-built sculpture out of clay.</p> <p>Apply the skill of joining two pieces of clay in a sculpture.</p> <p>Apply color to the sculpture so that it resembles the object from nature using items such as: glaze, watercolor and/or tempera paint.</p>	<p><b>SL.3.1</b> 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>Sc 5.1.4.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p>	<p>9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.</p> <p>9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

		<p>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>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</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> <p>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>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and</p>			<p>Recognizes the function of the kiln and safety procedures.</p> <p>Apply a finish to complete artwork.</p>			
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		<p>weaknesses of works of visual art.</p> <p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>						
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<b>Elements and Principles</b>	Ongoing throughout the year incorporated in all units and lessons.	<p>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>	<p>Why is it important for safety and health to follow safety procedures in handling materials, tools, and equipment?</p> <p>What responsibilities come with the freedom to create?</p> <p>How do artists express emotion with the human subject?</p>	<p>Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks.</p> <p>The elements can be used to show expression and emotion in the human figure.</p>	<p>Have a basic understanding of <b>school appropriate expression</b> in art.</p> <p>At the Third Grade level, students will be building on their knowledge of the Elements of Design by doing the following:</p> <p><b>Line:</b> Build on previous grade knowledge.</p> <ul style="list-style-type: none"> <li>Vary line based on tool choice and manipulation</li> </ul> <p><b>Shape:</b> Build on previous grade knowledge.</p> <ul style="list-style-type: none"> <li>Continue to create more accurate <b>observational art</b></li> </ul> <p><b>Color:</b></p>	<p>Analyze Value Scale for the correct use of color mixing</p> <p>Find complementary colors by partnering up with a classmate that has a complementary color.</p> <p>Sketchbook Assignments to support concepts (sketchbook assignments and worksheets can be found on the internet)</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>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).</p> <p>5.1.4.C.1 Monitor and reflect on one's own knowledge regarding how</p>	<p>9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.</p> <p>9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

					<ul style="list-style-type: none"> <li>● Apply <b>monochromatic colors</b> to an artwork</li> <li>● Show knowledge of <b>complementary colors</b></li> <li>● Demonstrate proper mixing of colors</li> </ul> <p><b>Form:</b> Create a <b>three-dimensional</b> piece with clay.</p> <p><b>Texture:</b> Create visual and tactile texture.</p> <ul style="list-style-type: none"> <li>● <b>Texture</b> is created through pattern and repetition</li> </ul> <p><b>Value:</b> create value through the application of tints and shades</p> <ul style="list-style-type: none"> <li>● Understand <b>blending</b> with pencil, oil, patel, and paint</li> </ul> <p><b>Space:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate their understanding of positive and negative space</li> </ul>	<p>ideas change over time.</p> <p>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.</p>	
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					<ul style="list-style-type: none"><li>● Create a <b>2-D</b> artwork that shows <b>depth perception</b></li><li>● Create an artwork that has height, width and depth</li></ul>			
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## 2019 HTPS Visual Arts Curriculum Map – Grade 3 Art

### **ASSOCIATED JOBS LIST BY UNIT**

Through all art units, students will be introduced to art careers as well as concepts that may lead to art related jobs such as:

Graphic artist  
Printmaking  
Sculpture artist  
Art director  
Museum curator  
Commercial artist animator  
Animator  
Interior designer  
Art gallery dealer  
Advertising designer  
Illustrator  
Painter  
Set designer  
Stage set painter  
Art agent/manager  
Photographer  
Jewelry designer  
Textiler  
Clothing designer  
Weaver  
Art curriculum writer  
Art historian  
Art critic  
Arts administrator  
Dressmaker  
Pattern maker  
Logo designer  
Typographer  
Animator  
Web designer  
YouTube video creator  
Book illustrator  
Cartoonist  
Fine artist  
Art conservationist  
Mural artist  
Floral arranger  
Display planner