

# ART

LENGTH OF TIME: one year, 45 min., once per cycle

GRADE LEVEL: 3<sup>rd</sup>

COURSE STANDARDS:

Students will:

1. Explore ancient cultures and ideas in order to create a modern day object that was derived from this civilization such as a wampum pouch, beads, trophies, hand-made books, found object sculptures. **(National Standard 1-Creating)**
2. Discover and explore the Native American Indian Fiber arts through learning the characteristics (loom, shuttle, weft, warp) and techniques of weaving. **(National Standard 1-Creating)**
3. Create and present at least one piece of artwork for the District Art Show. **(National Standard 2-Presenting)**
4. Respond to their own artwork, peer artwork and artists from other times and the present. **(National Standard 3-Responding)**
5. Discover a variety of art styles and genres and how to create a work of art in a specific style. **(National Standard 4-Connecting)**
6. Discover art from various countries and/or cultures. **(National Standard 4-Connecting)**

## NATIONAL VISUAL ARTS STANDARDS

- 1.Creating- Conceiving and developing new artistic ideas and work.

2. Producing & Presenting Interpreting and sharing artistic work. Realizing and presenting artistic ideas and work.
3. Responding- Understanding and evaluating how the arts convey meaning.
4. Connecting- Relating artistic ideas and work with personal meaning and external context.

## PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Recognizing and using skills learned and practiced to create a 3 dimensional work of art with clay. (Course Standard 1 & 5)
2. Illustrating their understanding of the basic elements of art by creating works of art which represent objects from the natural world. (Course Standard 1 & 2)
3. Creating projects which represent objects or art from various art genres, illustrating an understanding of the basic art elements. (Course Standard 2 & 5)
4. Experimenting with and showing skill in handling craft materials (such as fibers, weaving needles, clay, clay tools and the like). (Course Standard 3-6)
5. Discussing their own artwork and the work of other students and artists introduced in the course. (Course Standard 4 )

## DESCRIPTION OF COURSE:

Throughout the course, students will build on the foundation and skills introduced in second grade. Students will be introduced to a range of art and artists from various genres including Pablo Picasso and the art of The Native American Indians. Students will incorporate the elements and principles of design when replicating objects from other cultures within their work. Drawing, painting, clay, printmaking and collage will be explored as well as using different types of media, techniques, found objects and materials within their art.

The students will develop the above skills and outcomes through the guided discovery process, small and large group instruction, visual resources and individual choice and exploration.

#### SAMPLE INSTRUCTIONAL STRATEGIES:

1. Student experimentation and exploration, individually and/or in groups
2. Peer instruction
3. Individual research
4. Teacher demonstration

#### MATERIALS:

1. Books, reproductions, videos, worksheets, power point presentations, teacher created examples, videos and instructional enhancements
2. Paper, pencils, erasers, markers, brushes, tempera paints, poster board, watercolor paints, crayons, colored pencils, scissors
3. Clay, glaze, glue, masking tape, yarn, fabric, inks, beads, yarn needles, cardboard, and a variety of craft materials

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Cooperative groups
2. Peer helpers
3. Instructional Assistant- teacher assistance as needed
4. Reworking of an alternative task and/or extra credit individualized projects

5. Use of print and electronic media
7. Use of audio and video tapes to augment lessons

#### METHODS OF EVALUATION:

1. Two and three dimensional projects demonstrating an understanding of the unit and an ability to handle the art materials
2. Self-evaluation of student's own work, written and/or oral
3. Peer evaluation, small groups and whole class
4. Teacher evaluation of student work

#### INTEGRATED ACTIVITIES:

##### 1. Concepts

-understand element and principles of design such as:

color (warm, cool, neutral; primary, secondary)

line (straight, curved, angle)

shape (circle, oval, ellipse, square, rectangle, triangle)

-understand media and process, such as:

methods and materials for drawing

methods and materials for painting

methods and materials for working with fibers, clay, & found objects

-make connections among recurring motifs in art history

-place various art forms and artists in an art historical context

-appreciate each individual's place in a diverse world

## 2. Communication

- exchange information about works of art
- produce artwork for a variety of purposes (story-telling, personal narrative, poetics, response to nature, aesthetic pleasure)
- describe meaning of work of art (one's own or others)

## 3. Thinking/Problem Solving

- analyze and make critical judgments about artwork
- evaluate and respond critically to works of art
- solve problems using appropriate tools, materials, technology, etc.
- show relationships between culture, historical period, and artwork produced during that time

## 4. Application of Knowledge

- use and master a variety of materials, tools, and art processes
- student artwork exhibits learned skills
- artwork will display the historical and multi-cultural content of the units studied

## 5. Interpersonal Skills

- work cooperatively
- solve problems in groups
- students help other students (peer tutoring)

-communicate appropriately with teachers and others