

Phelps County R-3

ART

3rd Grade

Board Adopted

Subject	Grade	Strand	Big Idea
Art			Rationale, Course Description, Most Important Learner Outcomes, and Evaluation
Art	3	Artistic Perceptions	Use the elements of art
Art	3	Elements and Principles	Create and use texture
Art	3	Elements and Principles	Recognize positive and negative space
Art	3	Elements and Principles	Recognize and use warm and cool colors
Art	3	Elements and Principles	Use the elements of art

RATIONALE

Elementary art is a course of study for kindergarten through sixth grade. Art skills, expression, discovery, appreciation and creativity, will be taught for the artistic growth of each child in the art classroom. An emphasis on creativity will be encouraged. It is important for children to learn that imagination, originality, and resourcefulness are higher forms of human thought.

COURSE DESCRIPTION

The course of study in elementary art provides students with an opportunity to experiment with a variety of artistic materials. The process develops artistic skills related to the understanding and appreciation of a variety of artistic styles. An important function of the course is to encourage creativity and independent thinking. The third grade art course introduces students to basic elements of art including the use of warm and cool colors, applying basic perspective and texture, and using the elements of art.

MOST IMPORTANT LEARNER OUTCOMES

Students will be able to

1. Recognize and use primary, secondary and intermediate colors
2. Recognize and use warm and cool colors
3. Use basic perspective
4. Create and use texture
5. Use the elements of art
6. Recognize positive and negative space

EVALUATION

The student is evaluated in the areas of participation in art activities, and the development of skills and concepts, following directions, creativity, and craftsmanship.

Phelps County R-3	Board Approved Date: Modification Date:
Subject: Art	Class Name: 3rd
Unit:	Duration: Ongoing
Show-Me Standards Content: FA1; FA2; FA3	
Show-Me Standards Process: 1.6; 2.5	
Grade Level Expectations: PP3A3; EP1A3; AP2A3	
Benchmarks: Identify and use the element offline	Performance Indicators(Local Objective): 1. Identify 2. Use
<p>Activities and Assessments:</p> <ul style="list-style-type: none"> * Paint lines and fill in shapes with color * Starry night inspired project * Draw a still life from direct observation * Photograph figures in action poses * Draw from live models * Draw, paint, or sculpt figures in an action pose <p>Assessments Informal assessment using teacher observations Group/individual oral assessment of the essential question</p>	
<p>Resources:</p> <p>Art examples to view “The Voice of the City of New York Interpreted” – Joseph Stella “The Great White Way” – Joseph Stella “Leaving the Subway (White Way 1) – Joseph Stella “ Alanda’s Dream Tree” – John T. Scott “September Gale, Georgian Bay” = Arthur Lismer “Improvisation #27” – Wassily Kandinsky “Portrait of a Woman with a Hood” – Henri Matisse “Loomings 3X” – Frank Stella “Family Group” – Henry Moore “Old Couple on a Bench “ Duane Hanson</p>	

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Show-Me Standards Content: FA1; FA2; FA3	
Show-Me Standards Process: 1.6; 2.5	
Grade Level Expectations: PP2A3; EP1D3; AP2A3	
Benchmarks: Demonstrate the element of texture	Performance Indicators(Local Objective): 1. Demonstrate
<p>Activities and Assessments:</p> <ul style="list-style-type: none"> * Create texture rubbing plates by applying glue to cardboard * Use texture as surface decoration on clay * Use repetition of elements to create patterns <p>Assessments-</p> <p>Informal assessment using teacher observations</p> <p>Group/individual oral assessment of the essential questions</p>	
<p>Resources:</p> <p>Art examples to view</p> <p>“Spectrum III” – Ellsworth Kelly</p> <p>“July Hay” – Thomas Hart Benton</p> <p>“Life No. 1” by Auguste Herbin</p> <p>“Paris Street Rainy Day” –Gustave Caillebotte</p> <p>“Child with Ball” Gabriele Munter</p> <p>“The Football Players” –Henri Rousseau</p>	

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Show-Me Standards Content: FA1; FA2	
Show-Me Standards Process: 1.6; 2.5	
Grade Level Expectations: PP3A3; EP1G3	
Benchmarks: Identify the illusion of space	Performance Indicators(Local Objective): 1. Identify
<p style="text-align: center;">Activities and Assessments:</p> <ul style="list-style-type: none"> * Create a cityscape demonstrating the use of foreground, mid-ground and background * Draw a cityscape * Paint a cityscape * Sculpt a cityscape <p>Assessments-</p> <p>Informal assessment using teacher observations</p> <p>Group/individual oral assessment of the essential question</p>	
<p style="text-align: center;">Resources:</p> <p>Art examples to view:</p> <ul style="list-style-type: none"> “American Express Train” by Currier and Ives “Energy Apples” by Audrey Plack “Still Life with Grapes and Roses” by Jacob Lawrence “Still Life” by Patricia Walker “Mortlake Terrace” –Josheph Mallord William Turner “Washington’s Headquarters 1780” – Unknown “Haitian Landscape” –Joseph Jean-Gilles 	

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Unit:	Duration: Ongoing
Show-Me Standards Content: FA2; FA3 Show-Me Standards Process: 1.6; 2.5	
Grade Level Expectations: EP1E3; AP2A3	
Benchmarks: Demonstrate the use of the element of color	Performance Indicators(Local Objective): 1. Demonstrate
Activities and Assessments: * Autumn leaves projects –warm color * How to Roast a Marshmallow project * Crayon resist * Rainbow fish project * Hot Dog/Cool Cat project * Mix colors to create color wheels Assessments- Informal assessment using teacher observations Group/individual oral assessment of the essential question	
Resources: Art examples to view “Powder Horn” – Jacob Gay “Dawn” – Louise Nevelson “Four Patch in Triangles Quilt” – Barbara Zook Prechey Kente Cloth “Dido” – Grace Hartigen “Melancholy Metropolis” – Manabu Mabe “Fenetre Quverte la Mer (Window Open to the Sea) – Raoul Dufy	

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Show-Me Standards Content: FA1; FA2	
Show-Me Standards Process: 1.6; 2.5	
Grade Level Expectations: PP3A3; EP1B3	
Benchmarks: Demonstrate and use the element of shape	Performance Indicators(Local Objective): 1. Demonstrate 2. Use
Activities and Assessments: * Create original artwork using line, shape, and color (nonobjective) * Use Kidpix to create nonobjective Design * Non-objective shape collage * Non-objective shape paintings Assessments- Informal assessment using teacher observations Group/individual oral assessment of the essential questions	
Resources: Art examples to view: “Loomings 3X” by Frank Stella “Family Group” – Henry Moore “Reclining Figure” by Henry Moore “Old Couple on a Bench” by Duane Hanson “Yellow Pad” – Janet Fish “Composition” – Vaclav Vytlacil	

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Show-Me Standards Content: FA1; FA2	
Show-Me Standards Process: 1.5; 1.6; 2.5	
Grade Level Expectations: PP2A3; PP3B3; EP1B3	
Benchmarks: Use form	Performance Indicators(Local Objective): 1. Use
Activities and Assessments:	
<ul style="list-style-type: none"> * Weave baskets * Sculpt ceramic containers * Create a paper box 	
<p>Assessments-</p> <p>Informal assessment using teacher observations</p> <p>Group/individual oral assessment of the essential question</p>	
Resources:	
<p>Art examples to view:</p> <p>“Loomings 3X” by FrankStella</p> <p>“Family Group” – HenryMoore</p> <p>“Reclining Figure” byHenry Moore</p> <p>“Old Couple on a Bench” byDuane Hanson</p> <p>“Sun God” – Niki de Saint Phalle</p> <p>“The Walking Flower” – Fernand Leger</p>	