

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Art Third Grade

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Name of Unit <u>Lines</u> Different tools make different kinds of lines 3 Weeks	<u>Content Standards</u> <u>1.Students will understand, select and apply media, techniques and processes</u> 1.a differentiate between a variety of media, techniques and processes <u>5.Students will reflect upon, describe, analyses, interpret and evaluate their own and others' work</u> 5.b describe visual characteristics of works of art using visual arts terminology	<u>Line Concepts</u> <ol style="list-style-type: none"> 1. Identify, create and use straight, dotted, zigzag, wavy, bumpy, curly, curve and spiral 2. Identify, create and use horizontal, vertical, and diagonal 3. Identify, create and use contour lines 4. Identify, create and use a variety of thick and thin lines <u>Line and Art History Concept</u> <ol style="list-style-type: none"> 1. Review and identify different famous artists' works and style 	<ul style="list-style-type: none"> • Teacher Observations • Student Oral Response • Student Work (same of all concepts throughout the year) • Line Assessment • Art Category Assessment 	Art lessons throughout the year include: 1.Artroom resource books 2.Look at former students work 3>YouTube 4."Get to know the Artist" serives of books 5. Different art DVDs 6.Smartboard 7. "The Art Fun in a Bag" Pablo Picasso <u>Line Lessons</u> 1)Bridget Riley's rhythm line picture 2)Maurits Escher's printmaking lesson using variety of lines and contour line. 3)Drawing contour lines for the Center School calendar

<p>Name of Unit <u>Shape & Form</u></p> <p>Shapes come in many types and sizes</p> <p>Form is three-dimensional, and takes up space</p> <p>5 Weeks</p>	<p><u>Content Standards</u> <u>1.Students will understand, select and apply media, techniques and processes</u> 1.c use different media, techniques and processes to communicate ideas, feelings, experiences and stories <u>4.Students will understand the visual arts in relation to history and cultures</u> 4.a.recognize that the visual arts have a history and a variety of cultural purposes and meanings;</p>	<p><u>Shape Concepts</u></p> <ol style="list-style-type: none"> 1. Name, use and discriminate between organic and geometric shapes <p><u>Form/Sculpture Concepts</u></p> <ol style="list-style-type: none"> 1. Create, identify and discriminate between relief sculpture and 3-D sculpture 2. Create a sculpture using three methods of hand building – pinch pot, coiling and slab 3. Create a sculpture using wire and clay 4. Create a relief mask that is symmetrical 		<p><u>Shape Lesson</u></p> <ol style="list-style-type: none"> 1)Printmaking – drawing of animals/objects using shapes 2)Ukrainian Eggs using geometric shapes <p><u>Form Lessons</u></p> <ol style="list-style-type: none"> 1)Hand building with clay using pinch pot, coiling and slab building methods 2)Create symmetrical insects sculptures using Model Magic white and primary clay to mix secondary colors 3)Create a symmetrical mask (gold week)
<p>Name of Unit <u>Color & Value</u></p> <p>Every color can be bright, dull, dark or</p>	<p><u>Content Standard</u> <u>1.Student will understand, select and apply media, techniques and</u></p>	<p><u>Color/Value Concepts:</u></p> <ol style="list-style-type: none"> 1. Identify, classify and use primary colors to mix secondary colors 2. Ideitfy, classify and use warm and cool colors 	<ul style="list-style-type: none"> • Color Assessment 	<p><u>Color Lessons</u></p> <ol style="list-style-type: none"> 1)“All About Color” lesson 2) Complementary colors positive/negative

<p>light. Value refers to dark and light in painting or drawing 11 Weeks</p>	<p><u>processes</u> 1. describe how different media, techniques and processes cause different effects and personal responses; <u>5.Students will reflect upon, describe, analyses, interpret and evaluate their own and others 'work</u> 5.d describe their personal responses to specific works of art using visual arts terminology; and <u>6.Students will make connections between the visual arts, other disciplines and daily life</u> 6.e recognize that works of visual art are produced by artisans and artists working in different cultures, times and places</p>	<ol style="list-style-type: none"> 3. Identify, classify and use complementary colors 4. Identify, classify and use tint, shades to create a value piece of artwork 5. Introduced to analogous colors 		<p>space 3) Pablo Picasso's Value portrait 4) Pablo Picasso's Cubism body –drawing 5)Pablo Picasso's cubism faceor body – MicroSoft Paint 6) Complementary colors clay fish 7) Primary colors mix to make secondary colors with Model Magic fish sculpture 8)Wayne Theobald's analogous colors still-life bubblegum machine</p>
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<p>Name of Unit <u>Balance</u> Balance is the comfortable arrangement of things in art 7 Weeks</p>	<p>Content Standards <u>1.Students will understand, select and apply media, techniques and processes</u> 1.b describe how different media, techniques and processes cause different effects and personal responses <u>4.Student will understand the visual arts in relation to history and cultures</u> 4.a recognize that the visual arts have a history and a variety of cultural purposes and meanings;</p>	<p>Balance Concepts 1. Identify and use symmetrical, asymmetrical, and radial balance</p>	<ul style="list-style-type: none"> • Balance Assessment 	<p>Balance Lessons 1)Symmetrical insect sculptures 2) Symmetrical masks (gold week) 3) Ukrainian Eggs – Radial balance 4)Three card divide for radial, symmetrical and asymmetrical</p>

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<p>Name of Unit <u>Texture</u></p> <p>Texture is how a surface of something feels or looks</p> <p>2 Weeks</p>	<p><u>Content Standards</u> <u>1.Students will understand, select and apply media, techniques and processes</u> 1.c use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and</p>	<p><u>Texture Concept</u></p> <p>1. Identify and use texture to create woven artwork with symbols</p>		<p><u>Texture Lesson</u> 1)Weaving with yarn (weft) on burlap(warp) and using symbols from around the world to decorate it</p>
<p>Name of Unit <u>Space</u></p> <p>We use illusions to make space in art</p> <p>2 Weeks</p>	<p><u>Content Standards</u> <u>2 Students will understand and apply elements and organizational principles of art</u> 2.b describe how different expressive features, and ways of organizing them, cause different responses; and</p>	<p><u>Space Concept</u></p> <p>1. Identify and create foreground, middleground and background in rainforest landscape</p>		<p><u>Space Lesson</u> 1)Postage stamp lesson (green week)</p>
<p>Name of Unit <u>Pattern & Rhythm</u></p> <p>Pattern decorates surfaces with planned,</p>	<p><u>Content Standards</u> <u>1.Students will understand, select and apply media, techniques and processes</u> 1.c use different media, techniques, and processes cause different effects and</p>	<p><u>Pattern/Rhythm Concepts</u></p> <p>1. Identify and create different types of patterns and rhythms in artwork</p>		<p><u>Pattern/Rhythm Lessons</u> 1)Postage stamp lesson (green week) 2)Bridget Riley’s movement 3) Weaving yarn and</p>

<p>repeated units. Rhythm is the repetition of shapes, lines, and forms</p> <p>3 Weeks</p>	<p>personal responses</p>			<p>burlap</p>
<p><u>Name of Unit</u> <u>Movement</u></p> <p>Movement is how we get around in a work of art</p> <p>2 Weeks</p>	<p><u>Content Standards</u> <u>1.Students will understand, select and apply media, techniques and processes</u> 1.a differentiate between a variety of media, techniques and processes</p>	<p><u>Movement Concept</u></p> <p>1. Identify objects that move the eye throughout a piece of artwork</p>		<p><u>Movement Lesson</u> 1)Postage stamp lesson 2) Bridget Riley’s movement lesson</p>
<p><u>Name of Unit</u> <u>Contrast & Emphasis</u></p> <p>Contrast is the difference between elements in an artwork Emphasis is the creation of a focal</p>	<p><u>Content Standards</u> <u>1.Students will understand, select and apply media, techniques of and processes</u> 1.b describe how different media, techniques and processes cause different effects and personal responses;</p>	<p><u>Contrast/Emphasis Concept</u></p> <p>1. Identify areas in a variety of artwork that the artist has created contrast and emphasis</p>		<p><u>Contrast/Emphasis Lessons</u> 1)Norman Rockwell’s artwork 2) Famous artists’ birthdays</p>

<p>area in a work of art</p> <p>Weeks Throughout the year</p>				
<p>Name of Unit <u>Unity</u></p> <p>Unity means that all is in harmony. Variety adds interest</p> <p>Weeks Throughout the year</p>	<p><u>Content Standards</u> <u>4.Students will understand the visual arts in relation to history and cultures</u> 4.b identify specific works of art as belonging to particular styles, cultures, times and places; and</p>	<p><u>Unity Concepts</u></p> <ol style="list-style-type: none"> 1. View, identify and create artwork that comes from different time periods, styles and cultures 	<ul style="list-style-type: none"> • Art Language assessment 	<p><u>Unity Lessons</u></p> <p>1) "Awesome Art Adventage" Computer activity/lesson Throughout the year looking at different artwork thru "Famous Artist's Birthdays and different art lessons that view a variety of artist and cultures.</p>