

Art

Art: Third Grade						
Product Performance						
GLE 1: Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Drawing	layer two or more colors using crayon, colored pencil, or oil pastel.	FA 1 2.5		Strategic Thinking	Construct an oil pastel/crayon etching	Critique
B						
Painting	1. apply paint in even strokes to create a watercolor/thinned tempera wash. 2. paint lines and fill in shapes with even color using tempera.	FA 1 2.5		Strategic Thinking	Develop a crayon resist using various watercolor techniques	Construct a watercolor sampler of watercolor techniques
D						
Other Media	1. demonstrate an additive process (e.g. cardboard, glue, found objects). 2. create a simple weaving using plain weave.	FA 1 2.5		Strategic Thinking	A. Create a collagraph B. Create a cardboard/yarn weaving	Critique

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Art: Third Grade						
Product Performance						
GLE 2: Select and apply three-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Sculpture	manipulate paper to create forms (in-the-round).	FA 1 2.5		Strategic Thinking	Create forms to use in a cityscape	Critique
B						
Ceramics	modeling with clay or a similar material, create applied and impressed textures.	FA 1 2.5		Strategic Thinking	Construct African mask and/or Japanese tea bowls	Critique
C						
Other Media	cut a symmetrical shape from a folded piece of paper.	FA 1 2.5		Skill/Concept	Make cut paper mask	Teacher observation

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Art: Third Grade						
Product Performance						
GLE 3: Communicate ideas about subject matter and themes in artworks created for various purposes						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Subject Matter: Fine Art	1. Figure: create an original artwork of a figure in an action pose. 2. Landscape: create an original cityscape. 3. Non-Objective: create an original artwork using line, shape and color.	FA 1 2.5		Strategic Thinking	A. Three hills drawing B. Keith Haring figure painting C. "Piet Mondrian" style painting D. European/Asia architecture drawing E. Cut paper cityscape	Teacher observation
B						
Subject Matter: Functional Art	create a container (e.g. paper box, clay pot, fiber basket).	FA 1 2.5		Strategic Thinking	A. Birch bark baskets/canoe B. Woven Box C. Coil Pottery	Teacher Observation
C						
Theme	create an original artwork that communicates ideas about the following themes: community, group identity (e.g. family, classroom, groups, scouts, sports teams).	FA 1 2.5		Skill/Concept	A. Family Quilt B. Winter in the Community	Teacher Observation

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Art: Third Grade						
Elements and Principles of Art						
GLE 1: Select and use elements of art for their effect in communicating ideas through artwork						
FA 2: knowledge of the principles and elements of different art forms						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Line	identify and use horizontal, vertical, and diagonal lines.	FA 2 2.5		Skill/Concept	Paint "Piet Mondrian"-style painting	Teacher observation
B						
Shapes	differentiate between shapes and forms.	FA 2 2.5		Extended Thinking	A. Draw a 2-D plan for a 3-D project and discuss the difference B. Construct a 3-D project using clay, cardboard, sculptamold or paper maché	Critique
C						
Form	identify and demonstrate sculpture-in-the-round.	FA 2 2.5		Extended Thinking	A. Effigy pots B. Coil pottery C. Storytellers	Teacher Observation

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Elements and Principles of Art						
GLE 1: Select and use elements of art for their effect in communicating ideas through artwork						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
D	<i>The students will:</i>					
Texture	identify and use invented textures.	FA 2 2.5		Skill/Concept	A. Crimped paper collage B. "Armadillo Rodeo" drawing showing invented texture (Albrecht Dürer) C. Metal Mexican mirrors	
F						
Color	1. identify and use warm and cool colors.	FA 2 2.5		Skill/Concept	A. Family Quilt B. Cool Cats and Hot Dogs C. Weaving with warm and cool colors D. Complementary color painting	Teacher Observation Worksheet
G						
Space	identify and use middle ground, overlapping, and change of size to create illusion of space.	FA 2 2.5		Strategic Thinking	A. The Hot Air Balloon picture B. The Starry Night (Vincent van Gogh) C. The Scream (Edward Munch)	

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Elements and Principles of Art						
GLE 2: Select and use principles of art for their effect in communicating ideas through artwork						
FA 2: knowledge of the principles and elements of different art forms						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Balance	identify and use symmetrical (formal) balance.	FA 2 2.5		Skill/Concept	Kachina Doll	Teacher Observation
C						
Contrast	identify and use size contrast.	FA 2 2.5		Skill/Concept	Native American pottery	Teacher Observation

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Art: Third Grade						
Artistic Perceptions						
GLE 1: Investigate the nature of art and discuss responses to artworks						
FA 3: knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theatre, and visual arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Aesthetics	compare different responses students may have to the same artwork.	FA 3 2.4 2.3		Extended Thinking	Token Response Game	Critique

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Art: Third Grade						
Artistic Perceptions						
GLE 2: Analyze and evaluate art using art vocabulary						
FA 3: knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theatre, and visual arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Art Criticism	identify the following in artworks: warm and cool colors; symmetrical balance; invented textures; horizontal, diagonal, and vertical lines; contrast/variety of sizes.	FA 3 2.3 2.4		Skill/Concept		

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Art: Third Grade						
Interdisciplinary Connections						
GLE 1: Explain connections between visual and performing arts						
FA 4: knowledge of interrelationships of visual and performing arts and the relationships of the arts to other disciplines						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Connecting Visual and Performing Arts	compare the art and music of a particular culture.	FA 4 2.5	RE	Extended Thinking	Compare African art to African music	Teacher Observation

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Art: Third Grade						
Interdisciplinary Connections						
GLE 2: Explain the connections between visual art and communication arts, math, science, or social studies						
FA 4: knowledge of interrelationships of visual and performing arts and the relationships of the arts to other disciplines						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Connecting Art and Non-Art Subjects	explain how the math principle of symmetry is used in art.	FA 4 1.6		Skill/Concept	A. Folded paint blobs B. Masks C. Portraits	Teacher Observation

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Art: Third Grade						
Historical and Cultural Contexts						
GLE 1: Compare and contrast artworks from different historical time periods and/or cultures						
FA 5: knowledge of visual and performing arts in historical and cultural contexts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Historical Period or Culture	identify works of art from United States; Europe (realistic); Africa.	FA 5 1.1 2.1 2.3 2.4 2.5	RE	Extended Thinking	A. Albrech Dürer drawing animals showing realistic texture B. Mini-masterpieces C. African mask/African T-shirt with patterns	Teacher Observation
B						
Characteristics of Artworks	compare and contrast two artworks on: subject matter; media; use of line, color, shape, and texture; theme, purpose of art in culture; place.	FA 5 1.6 2.3 2.4		Extended Thinking	Compare and discuss various artist prints	Critique