

# Grade Level: Third

## Visual Arts Curriculum Framework

### Artistic Process: Creating

#### National Core Arts Standards:

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**Anchor Standard 3:** Refine and complete artistic work.

#### Enduring

#### Understandings

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

#### Essential

#### Questions

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with:
- How do objects, places, and design shape lives in communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grown and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?



## Drawing

Student Objectives	Suggested Activities/ Themes	Benchmark Skill	
Create drawings that demonstrates: 1. Create a drawing using value. 2. Create a drawing using complementary colors. 3. Introduce positive and negative space. 4. Introduce perspective/ space. 5. Use symbols. 6. Use organic shapes.	<ul style="list-style-type: none"> <li>• Create a drawing that includes a symbol for peace.</li> <li>• Create a drawing that introduces positive and negative space.</li> <li>• Create a drawing that includes at least three values of the same color. –e.g. Picasso’s blue period.</li> <li>• Create a landscape that implies foreground and background.</li> <li>• Create a drawing in complementary colors that displays use of value.</li> </ul> <p><b>Suggested Artists:</b> Keith Haring, Andy Warhol, Pablo Picasso, Gustav Klimt</p>	1. Create value in a drawing. 2. Use complementary colors in an artwork. 3. Create a drawing using positive and negative space. 4. Create a drawing using perspective/space. 5. Create a drawing using symbols. 6. Create a drawing using organic shapes.	
<b>Vocabulary</b> Background Complementary	Colors Foreground	Negative Space Organic shapes Positive Space Symbol	Value

## Painting

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
Create a painting that demonstrates: 1. The proper use of complementary colors. 2. Identify at least two different brush types.	<ul style="list-style-type: none"> <li>• Asian brush painting e.g.-Chinese bamboo painting/Japanese sumi painting</li> <li>• Create tempera paintings in the fauvist style on a variety of themes, e.g., animals, landscapes, self-portraits e.g.- Andre Derain, Matisse</li> <li>• Create real or abstract paintings e.g.-Sam Gilliam</li> <li>• Create a watercolor crayon resist painting with strong patterns, using complementary color crayons to color the animal.</li> </ul> <p><b>Suggested Artists:</b> Sam Gilliam, Wang Yani, Andre Derain, Matisse, African Tinga Tinga paintings</p>	1. Use complementary colors in an artwork. 2. Create a painting using at least two different brush types.
<b>Vocabulary</b>	2-Dimensional	Brush Types Complementary Colors



## Printmaking

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a print that demonstrates: <ol style="list-style-type: none"> <li>At least one Element of Art or Principle of Design.</li> <li>Create a print from a plate: such as foam, collograph, cardboard, etc.</li> <li>Learn how to properly label a completed print.</li> </ol>	<ul style="list-style-type: none"> <li>Use a symbol in an artwork.</li> <li>Create a foam or collograph printing plate depicting a symbol.</li> <li>Create prints showing the influence of symbols from diverse cultures such as African Adinkra symbols, Chinese characters or Aztec or Mayan glyphs.</li> <li>Create repetition/pattern in a print.</li> </ul> <p><b>Suggested Artists:</b> Jasper Johns's, Andy Warhol, Käthe Kollwitz, Hokusai, Albrecht Durer and Robert Rauschenberg, African Adinkra symbols, Aztec and Mayan glyphs.</p>	<ol style="list-style-type: none"> <li>Create and identify at least one Element of Art or Principle of Design within a print.</li> <li>Identify different printing techniques.</li> <li>Properly label a print.</li> </ol>		
<b>Vocabulary</b>	<i>Brayer</i>	<i>Ink</i>	<i>Artists Label</i>	<i>Printing plates</i>

## Ceramics

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a ceramic piece that demonstrates <ol style="list-style-type: none"> <li>Coil method.</li> <li>Various Elements of Art.</li> <li>Scoring and Slipping.</li> <li>Additive and Subtractive.</li> <li>Use of glaze or paint.</li> </ol>	<ul style="list-style-type: none"> <li>Create a coil pot 3-4 inches tall.</li> <li>Create a clay sculpture using a variety of techniques e.g. pinch, additive and subtractive</li> <li>Use the coil and pinch technique to create an animal with a pinch bowl body.</li> </ul> <p><b>Suggested Artists:</b> Marilyn Levine, Salt City Ceramics Guild artists, Pablo Picasso, pre-Columbian pottery, Greek pottery, Native American pottery, Jun Kanenko, Richard Notkin</p>	<ol style="list-style-type: none"> <li>Create a coil pot that displays.</li> <li>Proper coil technique.</li> <li>Proper use of the slip and score techniques.</li> <li>Proper glazing techniques and applied design/ or texture.</li> </ol>		
<b>Vocabulary</b>	<i>Fire</i>	<i>Kiln</i>	<i>Slip</i>	<i>Texture</i>
<i>Additive</i>	<i>Glaze</i>	<i>Score</i>	<i>Subtractive</i>	
<i>Coil</i>				



## Sculpture

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create a 3-Dimensional sculpture that demonstrates: <ol style="list-style-type: none"> <li>1. Various elements of art.</li> <li>2. Positive and negative space.</li> <li>3. Various textures.</li> <li>4. Use of different mediums such as papier mache', paper, plaster, wood, found objects.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a papier mache' sculpture, e.g.-animal, monster, gargoyle, bug, house, etc.</li> <li>• Create a wood sculpture e.g.-architecture.</li> <li>• Create a relief sculpture using the metal tooling technique. e.g.-Mexican Milagros, tap tap from Haiti</li> </ul> <p><b>Suggested Artists:</b> Miro, Calder, Ruth Asawa, Jun Kanenko, Richard Notkin, Claire Hartoonian, Bette Sayre, Augusta Savage, Tom Huff (local), Henry Moore</p>	<ol style="list-style-type: none"> <li>1. Create a sculpture using space and texture.</li> <li>2. Create and identify the elements of art within a sculptural work.</li> </ol>		
<b>Vocabulary</b> 3-Dimensional	<i>Abstract</i> <i>Architecture</i>	<i>Found objects</i> <i>Negative space</i>	<i>Paper Mache</i> <i>Positive space</i>	<i>Sculpture</i> <i>Texture</i>

## Mixed Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
<ol style="list-style-type: none"> <li>1. Create a weaving: paper or yarn.</li> <li>2. Create a collage using mixed media.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a yarn weaving that shows rhythm and color theory.</li> <li>• Create a collage from magazines and/or photographs that exhibit a central theme.</li> <li>• Create a collage in the style of Eric Carle using painted and cut papers.</li> </ul> <p><b>Suggested Artists:</b> Jasper Johns, Calder, weavers of central and south America, Eric Carle, Faith Ringgold (story quilts)</p>	<ol style="list-style-type: none"> <li>1. Create a weaving using a warp and wefts on a loom.</li> <li>2. Create a collage using mixed media.</li> </ol>		
<b>Vocabulary</b> Collage	<i>Implied/real texture</i> <i>Loom</i>	<i>Mixed Media</i> <i>Shuttle</i>	<i>Warp</i> <i>Weaving</i>	<i>Weft</i>



## Technology/ Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
1. Use technology to create image.	<ul style="list-style-type: none"> <li>Use a digital image in an artwork.</li> <li>Draw using a paintbrush and drawing tool features on a computer.</li> <li>Look up an artist.</li> </ul> <p><b>Suggested Artists:</b> Andy Warhol</p>	<ol style="list-style-type: none"> <li>Create a work of art using technology.</li> <li>Be able to access art videos</li> </ol>		
<b>Vocabulary</b>	<i>Computer commands</i>	<i>Computer generated</i>	<i>Digital icons and symbols</i>	<i>Symbols</i>

## Artistic Process: Presenting

### National Core Arts Standards:

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.

**Anchor Standard 6:** Convey meaning through the presentation of artistic work.

### Enduring Understandings

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

### Essential Questions

- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservations or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?



## Process

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Investigate and discuss possible ways (pros and cons) to display artwork including electronics.	<ul style="list-style-type: none"> <li>Students select an artwork and determine how it could be best viewed.</li> <li>Discuss different ways art can be preserved and presented.</li> <li>Investigate electronic art exhibits. Discuss pros and cons.</li> </ul> <p><b>Suggested electronic museum:</b> The Metropolitan Museum of Art on line.</p>	1. Create a thinking map comparing/contrasting two different ways to display artwork.
<b>Vocabulary</b> <i>Art Show</i>	<i>Artifact</i> <i>Artist Label</i>	<i>Culture</i> <i>Curator</i>
	<i>Electronic Exhibition</i>	<i>Gallery</i> <i>Museum</i>

## Venues

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Identify exhibit space and prepare works of art for exhibition including artist statement.	<ul style="list-style-type: none"> <li>Investigate site specific artwork. Discuss the process.</li> <li>Explore possible exhibit spaces with the students and discuss how/what to exhibit. Students design their own exhibit as a class.</li> </ul> <p><b>Suggested artist:</b> Maya Lin</p>	1. Create a piece of art with artist label and artist statement for a specific exhibit space.
<b>Vocabulary</b> <i>Artist Label</i>	<i>Electronic Gallery</i> <i>Exhibit</i>	<i>Gallery</i> <i>Museum</i>

## Methods

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
<ol style="list-style-type: none"> <li>Identify exhibit space and prepare works of art for exhibition including artist statement.</li> <li>Compare how different cultures record and illustrate stories and history of life through art.</li> </ol>	<ul style="list-style-type: none"> <li>Chose exhibit space and explore it with students. Have students plan a simple schematic for exhibition.</li> <li>Create an artwork that is influenced by another culture or cultures.</li> </ul>	<ol style="list-style-type: none"> <li>Create a piece of art with artist label and artist statement for a specific exhibit space.</li> <li>Create and present an artwork that is influenced by another culture.</li> </ol>
<b>Vocabulary</b> <i>Art Show</i>	<i>Artifact</i> <i>Artist Label</i>	<i>Culture</i> <i>Electronic Gallery</i>
	<i>Exhibition</i> <i>Gallery</i>	<i>Museum</i>



# Artistic Process: Responding

## National Core Arts Standards:

**Anchor Standard 7:** Perceive and analyze artistic work.

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

### Enduring Understandings

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

### Essential Questions

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

## Art Criticism

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
<ol style="list-style-type: none"> <li>1. Speculate about processes an artist uses to create art.</li> <li>2. Determine messages communicated by an image.</li> <li>3. Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</li> <li>4. Evaluate an artwork based in a given criteria.</li> </ol>	<ul style="list-style-type: none"> <li>• Visual Thinking Strategies (e.g.-VUE.ORG or New York Times Learning Network)</li> <li>• Explore Symbolism and Emotion in Art through discussion and/ creation.</li> <li>• Explore advertisements and messages sent through images. Suggested activity- PBSkids.org: Don't Buy It! /</li> <li>• Admongo.gov</li> <li>• Compare/contrast same subject matter created in two different medias.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will read/write/ and create a work of art influenced by a specific artist.</li> <li>2. Participate in a VTS discussion. Student will be able to respond to artwork verbally providing evidential reasoning for answers.</li> <li>3. Student will write a response to an artwork/advertising image given a set of criteria.</li> <li>4. Create a thinking map that compares/contrasts two mediums of art.</li> </ol>
<b>Vocabulary</b> Analyze	<i>Elements of Art</i> <i>Interpret</i>	<i>Media</i> <i>Principles of Design</i> <i>Symbolism</i>



## Aesthetics

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Interpret and discuss about processes an artist uses to create art.	<ul style="list-style-type: none"> <li>Explore Symbolism and Emotion in Art through discussion and/ creation.</li> </ul>	1. Students will read/write/ discuss and create a work of art influenced by a specific artist.
<b>Vocabulary</b> <i>Elements of Art</i>	<i>Interpret</i> <i>Media</i>	<i>Principles of Design</i> <i>Symbolism</i>

## Visual Literacy

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
<ol style="list-style-type: none"> <li>Evaluate an artwork based on specific criteria.</li> <li>Determine and discuss meanings and ideas communicated through an image.</li> </ol>	<ul style="list-style-type: none"> <li>Visual Thinking Strategies (e.g.-VUE.ORG or New York Times Learning Network)</li> <li>Explore hidden meaning in advertisements.</li> </ul>	<ol style="list-style-type: none"> <li>Participate in a VTS discussion.</li> <li>Respond to a work of art based on specific criteria</li> </ol>
<b>Vocabulary</b> <i>Analyze</i>	<i>Interpret</i>	<i>Symbolism</i> <i>VTS</i>

## Artistic Process: Connecting

### National Core Arts Standards:

**Anchor Standard 10:** Synthesize and relate all knowledge and personal experiences to make art.

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### Enduring Understandings

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

### Essential Questions

- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?





## Personal Connections/ Relating

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
1. Recognize that artists create art works that reflect their personal experiences and their environment.	<ul style="list-style-type: none"> <li>• Pop Art/ Judy Chicago. Students explore how these movements/artists create work responding to the world around them.</li> <li>• Pick a contemporary topic and have students create an artwork in response to it.</li> <li>• Discuss how artists express themselves.</li> <li>• Keith Haring-themes, public service for education, health, etc.</li> <li>• The Fauves and their response to French artistic establishment of the time.</li> </ul> <p><b>Suggested Artists:</b> Judy Chicago, Keith Haring, Andy Warhol, Frida Kahlo, The Fauves</p>	1. Students will create a work of art that reflects their environment		
<u>Vocabulary</u>	<i>Environment</i>	<i>Personal</i>	<i>Connections</i>	<i>Response</i>

## Functions of Art

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
1. Students will explore various functions of art.	<ul style="list-style-type: none"> <li>• Beauty</li> <li>• Symbolism</li> <li>• Political</li> <li>• Cultural</li> </ul>	1. Identify various functions of art.		
<u>Vocabulary</u> <i>Cultural</i>	<i>Functions</i>	<i>Political</i>	<i>Symbolism</i>	

