

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
VISUAL ARTS**

STANDARD 1: PERCEPTUAL AND SENSORY AWARENESS

Learners will enhance artistic perception and visual and tactile awareness.

-THIRD GRADE-

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>															
<p>1.1 Understand the elements of art</p> <p>Learners will:</p> <p>1.1.1 create and describe art incorporating both geometric and organic (free-form) shapes; (Essential)</p> <p>1.1.2 create and describe art incorporating a variety of different lines (e.g., horizontal, vertical, diagonal, thick, thin, open, closed, curved, straight, looped, spiral, zigzag); (Essential)</p> <p>1.1.3 create and describe art using a variety of textures (e.g., rough, smooth, hard, soft, bumpy, scaly, furry); (Essential)</p> <p>1.1.4 create and describe art incorporating a variety of patterns (e.g., radial, symmetrical, asymmetrical, alternating); (Essential)</p> <p>1.1.5 discuss ways in which color can be used to express moods and feelings. (Essential)</p>	<p>1.1.1-1.1.5. After student has created art which incorporates the art elements, have student complete a checklist to identify the elements included in the art. Checklist should also include a separate space for the student to provide a written description of his/her art.</p> <p>Example:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>Shape</u></td> <td style="text-align: center;"><u>Lines</u></td> <td style="text-align: center;"><u>Textures</u></td> </tr> <tr> <td style="text-align: center;">_geometric</td> <td style="text-align: center;">_thick</td> <td style="text-align: center;">_bumpy</td> </tr> <tr> <td style="text-align: center;">_organic</td> <td style="text-align: center;">_thin</td> <td style="text-align: center;">_rough</td> </tr> <tr> <td></td> <td style="text-align: center;">_horizontal</td> <td style="text-align: center;">_soft</td> </tr> <tr> <td></td> <td style="text-align: center;">_straight</td> <td style="text-align: center;">_smooth</td> </tr> </table> <p>I would like to tell you about my art:</p>	<u>Shape</u>	<u>Lines</u>	<u>Textures</u>	_geometric	_thick	_bumpy	_organic	_thin	_rough		_horizontal	_soft		_straight	_smooth	<ul style="list-style-type: none"> • Give students 3 different colors of folded construction paper. Have students cut both geometric and organic shapes from these papers. Make patterns (e.g., symmetrical, asymmetrical, diagonal) by overlapping and glueing these shapes on a large sheet of paper. • Play musical selections which vary in tempo (e.g., classical, jazz), having students draw a variety of lines (e.g. curved, looped, zigzag) while listening. • Have students trace one hand. Inside each finger outline, have students use colored pencils to create textures with a variety of marks (e.g., dots, lines, rubbings).
<u>Shape</u>	<u>Lines</u>	<u>Textures</u>															
_geometric	_thick	_bumpy															
_organic	_thin	_rough															
	_horizontal	_soft															
	_straight	_smooth															

PERCEPTUAL AND SENSORY AWARENESS

Third Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.2 Use directional/spatial relationships in art</p> <p>Learners will:</p> <p>1.2.1 create art in at least one medium with an emphasis on foreground, middle ground, background; (Essential)</p> <p>1.2.2 identify design directions (i.e., horizontal, vertical, diagonal, radial). (Expected)</p>	<p>1.2.1 After student creates art using any 2-D medium (e.g., charcoal, watercolor, pencil) ask him/her to point out objects in the foreground, middle ground, background. Check for accuracy.</p>	<ul style="list-style-type: none"> • Have students demonstrate perspective (i.e., distant objects are small, close objects are large, middle ground objects are medium sized) after observing landscape outside their classroom.
<p>1.3 Identify and use design principles in art</p> <p>Learners will:</p> <p>1.3.1 identify and create both 2-D and 3-D art with an emphasis on repetition; (Essential)</p> <p>1.3.2 identify and create both 2-D and 3-D art with an emphasis on contrast; (Essential)</p> <p>1.3.3 identify and create both 2-D and 3-D art with an emphasis on balance; (Essential)</p> <p>1.3.4 explore 2-D art with an emphasis on composition (i.e., placement of forms) and 3-D art with an emphasis on composition (i.e., symmetry); (Expected)</p> <p>1.3.5 explore concepts of abstract and realism in art. (Extended)</p>	<p>1.3.1-1.3.3 Throughout the year verify that student is able to point out examples of repetition, contrast, and balance in his/her art.</p>	<ul style="list-style-type: none"> • Give students styrofoam or modeling clay to create more than one stamp, making patterns by pressing stamps into bold contrasting colored tempera paint to form a design. • Give each small group of students approximately 100 inch-square pieces of construction paper. Have students use these, along with a large piece of construction paper in a contrasting color, to convey emotions (e.g., How would you show happy, how would you show alone?).

STANDARD 2: MEDIA SKILLS

Learners will explore a variety of visual arts media.

Third Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>2.1 Demonstrate a variety of skills, techniques, and materials for various media</p> <p>Learners will:</p> <p>2.1.1 explore the use of 2-D and 3-D media to convey different moods and interpretations; (Essential)</p> <p>2.1.2 explore computer technology as a means of creating art. (Essential)</p>	<p>2.1.1. After student creates the clay relief face described in the Strategies section, have a partner identify the mood depicted in the clay face and describe the features that convey that mood.</p> <p>2.1.2 Have students cut out computer-generated art from magazines to make a collage. Check that all images used are computer-generated.</p>	<ul style="list-style-type: none">• Give students a clay slab on which to create 3-D facial features which incorporate facial expressions.• Have students find and discuss examples of computer-generated art used as illustrations in books.

STANDARD 3: ART REFLECTION AND INTERPRETATION

Learners will develop critical thinking skills, analytical skills, and artistic perceptions through observing, comparing and contrasting, and discussing a variety of art.

Third Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.1 Develop appropriate methods of reflection and evaluation of art in different media</p> <p>Learners will:</p> <p>3.1.1 compare and contrast art in different media in terms of elements (i.e., texture, line, color, shape, form, and pattern) and principles (i.e., repetition, contrast, balance, composition). (Extended)</p>		<ul style="list-style-type: none">• Throughout the year, show a variety of media (paintings, weavings, sculpture) using posters, books, and actual art objects when available. Emphasize specific elements and principles.
<p>3.2 Analyze personal preferences in art</p> <p>Learners will:</p> <p>3.2.1 use correct art vocabulary to explain personal preferences for specific pieces of art. (Essential).</p>	<p>3.2.1. Before student places review described in the Strategies section in the Comment Box, check that correct art vocabulary has been used.</p>	<ul style="list-style-type: none">• On a monthly basis show students an artistic masterpiece (e.g., Picasso’s “Guernica”, Rodin’s “Thinker”). Have students write a review of the work expressing likes and dislikes and giving specific reasons for their preferences, expressing these in a positive manner. Students place these in a “Comment Box.” Occasionally read one of the reviews and discuss, encouraging alternative perspectives.

STANDARD 4: PERSONAL ART EXPRESSION

Learners will use visual arts as a means of self-expression.

Third Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.1 Use art to express and interpret personal ideas, feelings, and experiences</p> <p>Learners will:</p> <p>4.1.1 use the same piece of original art as the catalyst for two different styles of creative writing; (Essential)</p> <p>4.1.2 create and discuss art that expresses specific emotions; (Extended)</p> <p>4.1.3 identify specific pieces of art and music that elicit a similar emotional response; (Expected)</p> <p>4.1.4 use correct art vocabulary to discuss the use of art elements (i.e., texture, line, color, form, and pattern) and principles (i.e., repetition, contrast, balance, composition) which convey feelings in art; (Expected)</p> <p>4.1.5 use correct art vocabulary to articulate personal preferences. (Expected)</p>	<p>4.1.1 Pair students. One partner reads the poem and pen pal letter described in the Strategies section while the other partner holds up the corresponding piece of art. Check that the art and both writings are related.</p>	<ul style="list-style-type: none"> • Have students draw pictures of their homes, writing a poem and a letter describing their houses to a pretend pen pal. • Play classical symphonic music (e.g., Vivaldi) while showing Renaissance art (e.g., Michaelangelo) and/or play jazz (e.g., Miles Davis) while showing abstract art (e.g., Picasso). Discuss why the symphony matches the Michaelangelo and not the Picasso and why the jazz matches the Picasso and not the Michaelangelo.
<p>4.2 Contribute to community culture by exhibiting art</p> <p>Learners will:</p> <p>4.2.1 participate in classroom, school, and/or community opportunities for art display. (Extended)</p>		<ul style="list-style-type: none"> • Give students the opportunity to create a monthly bulletin board display.

STANDARD 5: INTERPERSONAL DEVELOPMENT

Learners will develop qualities, attitudes, and behavioral attributes through visual arts experiences that contribute to continuous personal growth.

Third Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.1 Apply teamwork skills</p> <p>Learners will:</p> <p>5.1.1 assume responsibility for establishing ground rules for working together; (Extended)</p> <p>5.1.2 share positive comments about the art of others. (Essential)</p>	<p>5.1.2 Observe that student is able to demonstrate sensitivity to fellow students' art through nonjudgmental, objective critiques.</p>	<ul style="list-style-type: none"> • After any art activity, have students get into groups of four, taking turns making at least two positive observations about others' art.
<p>5.2 Demonstrate a sense of accomplishment through completion of art</p> <p>Learners will:</p> <p>5.2.1 demonstrate and describe on-task behavior needed to complete a piece of art; (Essential)</p> <p>5.2.2 clean up at the end of an art lesson with minimal teacher direction; (Essential)</p> <p>5.2.3 meet specific requirements for an art lesson. (Essential)</p>	<p>5.2.1 Have student use a journal to describe on-task behavior used while he/she created art.</p> <p>5.2.2 Observe that student cleans up at the end of an art lesson, referring to posted directions if necessary.</p> <p>5.2.3 Make sure student has incorporated all the requirements described on the check list described in the Strategies section in his/her art.</p>	<ul style="list-style-type: none"> • During an art activity, ask students to explain their creative processes, using correct vocabulary within the context of the lesson. • Before an art lesson, go over posted directions for cleanup. • For a lesson on line and texture, provide a checklist requiring a designated number of different lines and textures to be present in the finished piece of art.
<p>5.3 Research vocational and avocational possibilities in art</p> <p>Learners will:</p> <p>5.3.1 discuss at least one art-related career in terms of historical and/or cultural origin and local community presence. (Essential)</p>	<p>5.3.1 After discussing ceramics from ancient to modern times, have student create a time line depicting the development of ceramics. Check for accuracy.</p>	<ul style="list-style-type: none"> • Have students cut out pictures from magazines representing ancient and modern ceramics, using these pictures to make a collage. Lead a discussion on the roles of ancient and present day ceramic artists.

STANDARD 6: HISTORICAL AND CULTURAL UNDERSTANDING

Learners will explore historical, cultural, and social contexts to understand the role of visual arts in their lives and in past and present civilizations.

Third Grade VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>6.1 Participate in arts-related activities within a historical, cultural or social context</p> <p>Learners will:</p> <p>6.1.1 discuss the historical influences and positive attributes of artifacts from a variety of cultures; (Expected)</p> <p>6.1.2 create art that reflects at least two cultures and/or their historical influences; (Essential)</p> <p>6.1.3 describe the function and explore the meaning of specific art and artifacts within varied cultures, times, and places; (Essential)</p> <p>6.1.4 identify and discuss examples of public art that reflect the influence of other cultures. (Expected)</p>	<p>6.1.2 After student has created Hawaiian and African stamped cloth described in the Strategies section, observe that he/she is able to match the artifact with the particular people and place. Check for accuracy.</p> <p>6.1.3 Have student write about the original function of an artifact (e.g., weaving, pottery). Check for understanding.</p>	<ul style="list-style-type: none"> • Have students create stamped, patterned designs inspired by different cultures (e.g., Hawaiian Tappa cloth and African Adinkra cloth). • Invite a Native American guest speaker to discuss weaving and pottery; ask the speaker to bring a variety of examples.