

**Summit Public Schools  
Summit, New Jersey  
Grade Level 3/ Content Area: Visual Arts**

**Curriculum**

**Course Description:** The third grade visual art curriculum provides experiences for students to explore their faculty as visual communicators. Visual messages have power to inform, educate or persuade. The success of visual communication is determined by the artist’s ability to command the tools of visual art. Students are provided with experiences to develop their skills, knowledge of elements and principles of art, and awareness of their own visual perception.

<b>Standard 1.1</b>	
<b>The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation and composition of visual art.</b>	
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
How do the elements of art and principles of design help us to appreciate art?	Students will use the elements of art and principles of design to communicate ideas.
How do art and design enhance functionality and improve our quality of living?	Students will identify the different ways the elements and principles of art enhance functionality and improve our quality of living.
What does it mean when we say that the elements of art and principles of design are universal?	The success of visual communication is determined by the artist’s ability to command the tools of visual art.  Recognize that the elements of art and principles of design are universal.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.	<ul style="list-style-type: none"> <li>• Describe and identify elements of art.</li> <li>• Describe and identify principles of design.</li> <li>• View contemporary and historical art work</li> <li>• Examine and analyze elements of art and principles of design in both fine art and everyday objects.</li> <li>• Gradually incorporate the vocabulary of visual art into discussions</li> <li>• Compare and contrast works of art in various media that use the same art elements and principles of design.</li> <li>• Contrast in value adds emphasis to a composition.</li> <li>• Compositions can be analyzed in terms of negative and positive space.</li> </ul>
1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.	<p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Make a painting of an animal using strong value differences to strengthen contrast.</li> <li>• Create a radial painting of a fish using many different kind of brush strokes – lines</li> <li>• Create a drawing of a tree. Concentrate on the negative space between branches.</li> <li>• Examine artwork with the subject matter of trees by a variety of</li> </ul>

artists. Choose words to describe the differences in their styles.

**Instructional Strategies:**

Interdisciplinary Connections

- Science - Adopt a tree
- Class field trips to the Nature Center

Technology Integration

- iPhoto slide shows of nature, artists' work
- PowerPoint slide shows of student artwork from previous years or from other sources

Media Literacy Integration

- Look at some drawings of trees by Van Gogh, Cezanne, Mondrian, Matisse, and Seurat. How do they make you feel? Do you like one more than the other? Why?
- Why do artists interpret the same subject matter in such different ways?
- What does the artwork tell us about the point of view of the individual artist?

Global Perspectives

- Commonality of themes of nature throughout history and around the world.

<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> </ul>
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<p align="center"><b>Standard 1.2</b></p>	
<p><b>All students will understand the role, development, and influence of the arts throughout history and across cultures.</b></p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p>	
<p><b>All students will understand and analyze the role, development, and influence of the arts in relation to world history cultures, history and society.</b></p>	
<p align="center"><b>Essential Questions</b></p> <p align="center"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center"><b>Enduring Understandings</b></p> <p align="center"><i>What will students understand about the big ideas?</i></p>
<p>What defines an art genre?</p> <p>How can the influence of a single artist affect the artwork of other artists?</p> <p>How can the influence of a single artist cause the establishment of a new art genre?</p> <p>How do cultures distinguish themselves through their artwork?</p> <p>How do we recognize specific cultures through their art?</p>	<p>Students will understand that...</p> <p>An art genre can be identified through characteristic approaches to content, form, and style.</p> <p>The influence of a single artist can affect the artwork of other artists.</p> <p>The influence of a single artist can cause the establishment of a new art genre.</p> <p>Visual artwork from diverse cultures and historical eras have distinct characteristics</p>

<p>What are some themes that are distinct and common to world art?</p> <p>How do societies view the value of the artist?</p>	<p>and common themes that are revealed by contextual clues within the works of art.</p> <p>The function and purpose of art making across cultures is a reflection of societal values and beliefs.</p>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. Characteristic approaches to content, form, style, and design define art genres.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Identify works of visual art based on common themes.</li> <li>• Identify works of visual art based on various world cultures.</li> <li>• Recognize how an artist has been influenced by history.</li> <li>• Recognize how an artist has been influenced by contemporary culture.</li> <li>• Recognize how artists have been influenced by other artists.</li> <li>• Recognize how the development of genres can be caused by the work of a single artist.</li> </ul>

<p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Identify themes in the artwork of various artists, Vincent Van Gogh, Peter Max and Wayne Thiebaud, etc.</li> <li>• Discuss the characteristics of various artists’ work.</li> <li>• Make a painting of “Miss Liberty” in a pop art style.</li> <li>• After learning about Van Gogh and the style of post-impressionism, create your own expressive landscape.</li> <li>• Identify how artists influence one another.</li> <li>• Identify how the artwork of artists has been influenced by contemporary culture</li> <li>• Recognize similarities in the artwork of a specific genre.</li> </ul> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Social studies: third grade Ellis Island trip and painting of “Miss Liberty”</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• iPhoto slide shows of nature and of artists’ work</li> <li>• PowerPoint slide shows of student artwork from previous years or from other sources</li> <li>• “How Van Gogh Made His Mark” Metropolitan Museum of Art interactive web resource, (<a href="http://www.metmuseum.org">www.metmuseum.org</a>)</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• European Emigration to America</li> <li>• American cultural influences that influenced the development of “Pop Art”.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p>

	<p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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<b>Standard 1.3</b>	
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating and/or presenting works in visual art.	
Big Ideas: Course Objectives / Content Statement(s) Actively creating one's own art leads to a comprehensive understanding of the techniques and elements of art involved in the creative process.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> What will students understand about the big ideas?
<p>How can the visual arts be used as a tool for expressing one's ideas?</p> <p>What makes a work of art more easily understood by the viewer?</p> <p>What are the common and distinctive characteristics of artworks from diverse cultural and historical eras?</p>	<p>Students will understand that...</p> <p>Strong skills and control of art materials help to make the visual message clear.</p> <p>Many possibilities of media, methods, and technologies are available to the visual artist.</p> <p>Collaboration leads to a variety design solutions.</p> <p>Diverse cultural and historical eras have common and distinctive characteristics.</p>

<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>1.3.5.D.1 Work individually and collaboratively to create two- and three dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.</li> <li>• Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.</li> <li>• Each of the genres of visual art (e.g., realism, abstract/nonobjective art, surrealism, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art making.</li> <li>• The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.</li> <li>• The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>• Suggest other “iconic” images that could be the subject of pop artists.</li> <li>• Create a small clay pinch pot, invert it and add features to create an animal’s body.</li> <li>• Make a warp of paper, and create a weaving using various materials for wefts.</li> <li>• Create a fantasy figure using found and recycled materials.</li> </ul> <p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• Coordinate with the third grade unit on immigration and Ellis Island.</li> <li>• Language arts connection with study of advertising, and product packaging.</li> </ul> <p><b>Technology Integration</b></p>
<p>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p>	
<p>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p>	
<p>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p>	

1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

#### Technology Integration

- iPhoto slide shows of nature and of artists' work
- PowerPoint slide shows of student artwork from previous years or from other sources

#### Global Perspectives

- Weaving of many cultures -- universality and warp and weft yet a wide variety of looms and fibers.

<b>Standard 1.4</b>	
<b>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.</b>	
<b>Strand A. Aesthetic Responses</b>	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>	
<b>Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>How can works of visual art be categorized?</p> <p>What are some established classifications of visual arts?</p> <p>What are the criteria for making an informed aesthetic response to a work of art?</p> <p>What individual inspiration, frame of reference, or personal/social value can be observed in a work of visual art?</p>	<p>Students will understand that:</p> <p>Works of visual art be categorized may be organized according to their functions and artistic purposes.</p> <p>Some established classifications of visual arts are genre, medium, message, and theme.</p> <p>What are the criteria for making an informed aesthetic response to a work of art?</p> <p>The viewer needs to understand the relationship between compositional design and genre in order to make informed aesthetic responses to artworks.</p>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	<b>Instructional Focus:</b> <ul style="list-style-type: none"> <li>• Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</li> <li>• Formalism in visual art varies according to personal, cultural, and historical contexts.</li> <li>• Criteria for determining the aesthetic merits of artwork vary according to context.</li> <li>• Understanding the relationship between compositional design and genre provides the foundation for</li> </ul>
1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.	
1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

genre provides the foundation for making value judgments about the arts.

**Sample Assessments:**

- Keep a journal of responses to exemplary works viewed over the year.
- Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.
- Perceive artworks from structural, historical, cultural, and aesthetic perspectives.

**Instructional Strategies:**

Interdisciplinary Connections

- Analyze how art is used in everyday life
- Historical connections to specific artwork

Technology Integration

- iPhoto slide shows of nature, artists' work
- PowerPoint slide shows of student artwork from previous years or from other sources
- Internet sources

Global Perspectives:

- Awareness of the cultural, religious, social or geographic factors that influence the choices made by an artist.
- Sensitivity to and the ability to identify of these influences in the products of an artist's expression.

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<p align="center"><b>Standard 1.4</b></p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.</b></p> <p><b>Strand B. Critique Methodologies</b></p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <p><b>Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</b></p>	
<p align="center"><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center"><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<p>How do you know good art when you see it?</p> <p>What is the role of the artist in contemporary</p>	<p>Students will understand that...</p> <p>Identifying criteria for evaluating</p>

<p>How do you know good art when you see it?</p> <p>What is the role of the artist in contemporary society?</p>	<p>Students will understand that...</p> <p>Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline specific arts terminology.</p> <p>Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</p> <p>Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).</p>
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<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
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<p>Students will:</p>	<p><b>Instructional Focus:</b></p> <p>Works of art may be evaluated by using objective criteria.</p> <p>Employing rubrics may ensure objectivity.</p> <p>Use specific visual arts vocabulary when assessing works of art.</p> <p>Evaluate proficiency in the arts by referring to achievement of the principles of art and design.</p> <p><b>Sample Assessments:</b></p>
<p>1.4.5.B.1 Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p>	
<p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>	

<p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works visual art.</p>	<p>“museum worthy.”</p> <ul style="list-style-type: none"> <li>• Analyze how formal elements create emphasis, interest or pleasure in the eye of the viewer.</li> <li>• Interpret the emotional qualities/artist’s intent</li> <li>• Analytic Rubric</li> <li>• Portfolio</li> <li>• Self-Assessment</li> </ul> <p><b>Instructional Strategies:</b></p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Explore influences for visual rhythm in art (music, nature, dance, etc.)</li> <li>• Compare/contrast varied artworks having similar themes</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• iPhoto slide shows of nature, artists’ work</li> <li>• PowerPoint slide shows of student artwork from previous years or from other sources</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• The international influence of artists upon one another, despite country of origin</li> <li>• Art work from around the world and throughout history involves use of principles of art and design.</li> </ul>
<p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>	<p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• The international influence of artists upon one another, despite country of origin</li> <li>• Art work from around the world and throughout history involves use of principles of art and design.</li> </ul>
<p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art.</p>	<p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• The international influence of artists upon one another, despite country of origin</li> <li>• Art work from around the world and throughout history involves use of principles of art and design.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p>

	Media Literacy Life and Career Skills 21 <sup>st</sup> Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
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**Texts and Resources:**

[http://www.metmuseum.org/explore/van\\_gogh/index.html](http://www.metmuseum.org/explore/van_gogh/index.html)